

PURDUE
COLLEGE OF EDUCATION

**GRADUATE PROGRAM IN
COUNSELING PSYCHOLOGY**

Student Handbook

Counseling Psychology Program

2020-2021

Accredited by the American Psychological Association (APA) since 1948
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Mission Statements

Counseling Psychology Program Mission Statement

The Counseling Psychology program is committed to the scientist-practitioner model of training wherein professional psychologists are prepared to integrate theory, research, and practice in their practice as agents of knowledge development and change in a diverse society. The program prioritizes research, with students obtaining research, presentation, and publication experiences. The program incorporates diversity, focusing on contextually relevant assessment, skills, and interventions with multicultural populations. The program is characterized by generalist training in the traditional and emerging concerns of Counseling Psychology wherein:

- the orientation is developmental, concentrating on people's strengths as well as both anticipated and unanticipated transitions.
- the individual, relationships, family, and the socio-cultural environment are viewed as relevant to self-definition, development, and coping.

The program emphasizes an energetic and collaborative learning atmosphere.

Department of Educational Studies Mission Statement

The Department of Educational Studies (EDST) seeks to contribute to the discovery and development of human potential in diverse learning environments. This mission is accomplished through the discovery, application, and dissemination of new knowledge centered on three key themes: We aim to develop future generations of innovative, engaged, and skilled education professionals through our high quality undergraduate and graduate programs. The department supports the mission of the College of Education and the goals and objectives of the college's [strategic plan](#). We are committed to fostering a collaborative culture that values inquiry, diversity, and engagement among students, faculty, staff, and community as we move forward with our educational mission.

College of Education Mission Statement

Purdue's College of Education is dedicated to launching the future through the discovery and development of human potential.

Introduction

Purdue University is a large, prestigious university that has one of the highest international student enrollments in the United States. Our counseling psychology (CPSY) program is accredited by the Commission on Accreditation of the American Psychological Association and has six core faculty and over 30 full-time doctoral students.

Consistent with the Department of Educational Studies, the counseling psychology program strives to value all forms of diversity in a collegial and collaborative atmosphere. Our students are excited, committed, and involved! They become competent researchers through coursework and hands-on experience while working with faculty in teams and become competent practitioners while seeing clients in the program's in-house clinic and in placements in the Greater Lafayette area. Diversity, ethics, professional identity, and the scientist-practitioner model are infused in multiple courses and experiences, thereby enriching program courses and experiences.

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

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE,

Washington, DC 20002

Phone: (202) 336-5979 / E-mail: apaaccred@apa.org

Web: <http://www.apa.org/ed/accreditation>

Philosophy

Purdue University's Counseling Psychology (CPSY) training is based on a philosophy of inquiry, in which open and unbiased inquiry leads to clearheaded problem solving that considers a complex set of factors, including the individual and family, environment, diversity dimensions, and context (e.g., the social, historical, economic pressures). Training is designed to encourage this philosophy and value as the process underlying professional activity. Students develop investigative skills that are used to examine an issue or situation by (a) questioning assumptions, (b) considering divergent views, (c) using theory and evaluating data, (d) reflecting with a skeptical attitude (e.g., asking "where's the data?"), (e) developing an hypothesis that integrates available information and can be convincingly justified and communicated, and (f) considering how to obtain additional information. The purpose of an inquiry philosophy is to explore claims and reach judgments using a process that takes complexity into account. Inquiry may result in temporarily suspending judgment about a claim or in accepting, supporting, or rejecting a claim. Conclusions are held as hypotheses that are based on supported, documented reasons. These hypotheses are open to additional inquiry and self-reflection on personal biases.

Training Model

Consistent with this philosophy, the program employs the scientist-practitioner training model, with critical thinking and evidentially based argument used to integrate theory, research, and practice (Belar & Perry, 1992). In this framework, research informs theory and practice, and

theory and practice inform research in a mutually reciprocal, integrated manner. The practice of psychology, as a researcher, teacher, or clinician, is characterized by a scientific attitude and process: questioning; using inquiry methods to identify a problem/hypothesis; integrating theory and research to gather, organize, and interpret information/data in a public, consensually verifiable way; considering alternate interpretations; communicating findings; and revising hypotheses (cf., Bieschke et al., 2004; Carter, 2002). Through multiple inquiry methods, psychological knowledge, rules, and procedures are transformed into professional knowledge. Knowledge is revised or accommodated to unique situations, based on careful evidentially based reflection, evaluation of research, and changes in the evolving psychological knowledge base.

Values Training Statement

Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association's (APA's) Ethical Principles and Code of Conduct (2002) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently, there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and postdoc training programs (herein "training programs") in counseling psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual, and political beliefs; physical abilities; ages; genders; gender identities; sexual orientations; and physical appearance. Counseling psychologists believe that training communities are enriched by members' openness to learning about others who are different from them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein "trainers"), and students and interns (herein "trainees") agree to work together to create training environments that are characterized by respect, safety, and trust. Furthermore, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to, clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Furthermore, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with "cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (APA, 2002, Ethics

Code, Principle E, p. 1063). Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program, trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings, and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles. Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with counseling psychology's core values, respect for diversity and for values similar and different from one's own.

References

- American Psychological Association (2002). Ethical principles of psychologists and code of conduct [Electronic version]. *American Psychologist*, 57, 1060-1073.
- American Psychological Association (2005). Guidelines and principles for accreditation of programs in professional psychology. Washington, DC: Author.

This statement was published in *The Counseling Psychologist*, 37(5). See <http://tcp.sagepub.com/content/37/5/641.full.pdf+html?rss=1>.

Training Goals

The four Counseling Psychology program goals and related objectives are detailed below.

The first goal is to train scientist-practitioners in inquiry skills for use in advancing knowledge of psychology. Goal 1 is met through the following objectives:

- To attain knowledge of research designs and to develop quantitative and qualitative inquiry skills.
- To develop the ability to think critically about theories, research methods, and research findings and their meanings. The critical thinking skills include analysis, evaluation, synthesis, integration, and application.
- To demonstrate research competence by formulating hypotheses, designing research, and conducting original scientific inquiry.

The second goal is to train scientist-practitioners in inquiry skills for use in psychological conceptualization, diagnosis, intervention, and other counseling professional services-to clients and consumers resulting from a sound theoretical and research knowledge base. Goal 2 is met through the following objectives:

- To attain a foundation of knowledge for counseling psychology practice.
- To establish a coherent theoretical orientation to counseling psychology practice based on an integration of theory and contemporary research.
- To demonstrate proficiency in service delivery including psychological assessment, theoretical conceptualization, evidence-based intervention, clinical decision-making, and reflection on practice.

The third goal is to develop scientist-practitioners who demonstrate ethical and professional behavior consistent with the standards of counseling psychology. Goal 3 is met through the following objectives:

- To attain knowledge and understanding of ethical, legal, and professional guidelines and standards, and ethical decision-making models in counseling psychology.
- To identify and think critically about ethical and professional dilemmas.
- To demonstrate ethical and professional behavior across all professional settings.

The fourth goal is to prepare scientist-practitioners who can provide competent services that are responsive to individual and cultural differences in a multicultural environment. Goal 4 is met through the following objectives:

- To attain a foundation of knowledge of multicultural theories and the psychosocial characteristics of various multicultural populations.
- To develop the ability to evaluate prevailing psychological theory and practice from a multicultural perspective. This ability includes personal awareness of and sensitivity to the impact of cultural and contextual influences, including the intersection of diversity dimensions, on the development, validation, and application of counseling psychology theory, technique, and assessment.
- To demonstrate competence in general and specific skills that facilitates cross-cultural relations in both counseling and professional settings.

Training goals are accomplished in an energetic atmosphere characterized by respectful and collaborative student-faculty interactions. Formal coursework attends to basic principles of psychological research and practice, and serves as the foundation for the development of critical thinking skills and the subsequent integration of theory, practice, and research in counseling and research practica. Students are exposed to a wide range of research and counseling activities and to a faculty of diverse theoretical persuasions. (For more specific information, see the faculty description section.) Faculty sometimes engage in inter-disciplinary research and collaborative projects with other institutions. Counseling practica occur in the Purdue Counseling and Guidance Center and in other campus and community settings (e.g., schools, community mental health centers, hospitals).

Counseling Psychology Faculty

Ayşe Ciftci, Ph.D.

Professor

Interests: Multicultural issues, cross cultural psychology, immigration (specifically Muslim immigrants), international students, and psychological well-being.**Heather Servaty-Seib, Ph.D.**

Professor

Interests: Adolescent/College Student Bereavement; Support and Communication in the Grieving Process; Loss/Gain Impacts of Life Events.**Eric D. Deemer, Ph.D.**

Associate Professor, Training Director

Interests: Issues related to career development; stereotype threat; contextual factors related to career motivation; classroom environment; motivation for research; scientific motivation.**Amanda Case, Ph.D.**

Assistant Professor

Interests: Systems (i.e., family, school, and community-based) interventions to increase educational access and success, especially for students from economically marginalized backgrounds; positive youth development; non-academic factors in educational and occupational performance; intersection of culture and education.**Xiang Zhou, Ph.D.**

Assistant Professor

Interests: parenting motivation, parenting intervention, cultural adaptation, cultural socialization, ethnic-racial identity, community-based participatory research, Asian American psychology.**Rachel Ploskonka, Ph.D.**

Clinical Assistant Professor

Interests: Complex trauma, substance use issues, chronic mental health concerns; narrative and social constructivist framework of clinical practice.

Academic Advising and Related Information

Advisor Responsibilities

- Guidance on Plan of Study (POS), semester registrations, and all aspects of program completion
- Supervise research team activities to develop student research skills
- Chair the dissertation committee

Advisor Assignment

All students are assigned an advisor at admission to the doctoral program.

- Based on research interests match and faculty advising loads
- Must be a core counseling psychology faculty member

Initial Advisory Committee

- Sometimes referred to as the Plan of Study or Preliminary Exam Committee
- Consist of three (3) faculty members: the advisor and, usually, two (2) other CPSY core faculty.
- Responsible for program-related matters until admission to doctoral candidacy.
 - Responsible for signing the POS
- Advisory Committee is the oral preliminary exam committee.
- Advisory Committee members, except the advisor, may or may not be on the Dissertation Committee.

Dissertation Advisory Committee

- Consist of four (4) faculty members, including the advisor, who chairs the committee.
 - Includes at least two (2) CPSY core faculty members.
 - Includes at least one (1) faculty member not in CPSY or School Counseling
 - May be in Educational Studies or Psychological Science, for example
- Consult your advisor in selecting this committee.
- Selected for research/clinical interests relevant to dissertation topic.
- Consultants to developing the dissertation proposal and executing the dissertation.

Changing Advisors

- Students may change advisors, particularly if research interests change
- Changing advisors, a normal part of being a doctoral student, does not reflect negatively on the student's progress
- Student makes a request for advising to the prospective advisor.
 - If confirmed, the student must inform the old advisor that a change has been made, typically within 48 hours
 - The student must inform the Graduate Studies Office of the change in advisors
 - If the Plan of Study has been approved, a change of advisors must also be processed with a [Graduate School Form 13 Request for Change to the Plan of Study](#)

Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs

I. Overview and Rationale

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

In response to these issues, the Council of Chairs of Training Councils (CCTC) has developed the following model policy that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials (see <http://www.apa.org/ed/graduate/cctc.html>). This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; *Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology*; *Ethical Principles of Psychologists and Code of Conduct*, 2003; *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, 2003; *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*, 2002).

II. Model Policy

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development,

and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally,

the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

1 This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

2 Accepting a position in the program is viewed as consent to this policy.

Policy on the Retention and Dismissal of Students

Objective

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each student, and the procedures for identifying and addressing incompetence and/or ethical violations that might occur during the learner's doctoral program. This policy also describes the procedures used to monitor progress, identify deficiencies, assist the student in remediation where possible, or dismiss the student from the program when remediation is not possible.

Introduction

The mission and goal of the Counseling Psychology doctoral program is to prepare professional psychologists to integrate science and practice as agents of change in a multicultural society, more specifically, to make significant contributions to wellness across the lifespan through scholarly inquiry, direct service, consultation, and education. In addition to becoming competent members of the professional psychology community, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty. These standards include confidentiality, honesty, and academic integrity.

Specific goals include:

1. Use of scientist-practitioner skills in advancing knowledge of psychology and in psychological diagnosis and intervention.
2. Provision of counseling, consultation, and psychoeducational services to clients and consumers resulting from a sound theoretical and research knowledge base
3. Use of scientist-practitioner skills in demonstrating ethical and professional behavior consistent with the standards of psychology.
4. Use of scientist-practitioner skills in providing culturally sensitive and compatible services in a multicultural environment.

Students are expected to be familiar with the Program goals and to ensure that their academic and professional development plans are consistent with the achievement of these goals.

Definitions

Incompetence is defined as a lack of ability, which may include deficiencies in professional conduct, interpersonal skill, or academic deficiency. It is an ethical violation for students to provide psychological services beyond their current level of competence.

Ethical Misconduct occurs when the American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct produced are not followed. This code is intended to provide both general principles and the 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 not excessive or unexpected for professionals in training. Performance anxiety, discomfort with client's diverse life-styles 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, p. 292). Problematic behaviors are typically more situational and time limited rather than persisting across time and situations.

Identification and Verification of Problems Requiring Remediation or Dismissal

Impairment, incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways. Formal evaluation of each student's progress takes place annually, as described in the Student Handbook. In addition, a faculty member, supervisor, or fellow student can identify possible problems at any point in the student's academic career.

Annual Student Evaluation

The following areas are addressed in each student's annual review: academic performance, research experiences, competency with clients, appropriate professional relationship behavior, acceptance of supervision, timely progression through degree requirements, and adherence to ethical, legal, and professional standards. Students will receive ratings of Satisfactory or Unsatisfactory in the categories of Academic, Research, Practice, Writing, and Professional/Ethical performance.

If a student disagrees with the evaluation, he or she can prepare and submit to his or her advisor a brief (2-3 page) self-assessment addressing each of the areas in which there is disagreement. If desired, students may attach relevant documentation (e.g., evaluations by clinical supervisors, research team coordinators). The student may wish to consult faculty while preparing the self-assessment (e.g., practicum supervisors, instructors, research supervisors, advisor). The counseling psychology program faculty will consider the student's self-assessment and note areas of agreement/disagreement and particular issues to be raised in meeting with the student.

The Evaluation discussion will be summarized in writing, noting particular strengths and needed areas of development as well as the source of the feedback. This documentation will be reviewed with the student in a scheduled meeting with the Program faculty. The written summary of the feedback will be kept in the student's file. In addition, students will receive a copy of the evaluation for their records. If a potential problem is noted, a formal review will take place as described below under "Review Procedures for Possible Problems."

Informal Identification of Problems

In addition to problems identified during the annual evaluation, any faculty member, supervisor, or student may raise an issue at any time. Consistent with the APA ethical code, when a person

believes that there is a problem or there may have been an ethical violation, then the person should attempt to resolve the issue informally by bringing it to the attention of that individual (if the an informal resolution appears appropriate and if no confidentiality rights are violated) (see APA, 1992, p. 1611). If an informal resolution is not accomplished or if the situation is not appropriate for an informal resolution, supervisors should initially discuss their concerns with a program faculty member, who will gather additional information and raise the issue at the next scheduled program faculty meeting; students should first discuss the issue with their own advisor, who will then raise the issue with the other program faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary the advisor of the student concerned will gather additional data and will report to the Program faculty within one week. If the concern appears valid, a formal review will take place as described below.

Review Procedures for Possible Problems

When a possible impairment or problematic behavior has been identified, the faculty of the Counseling Psychology program will meet with the student to review the evaluation, and to determine whether a problem actually exists. In addition to the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other involved parties. Areas to be reviewed and discussed include the nature, severity, duration, and consequences of the reported impairment or problem behavior. The following questions will 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)?
6. What was the frequency of this behavior?
7. Has the student been made aware of this behavior before the meeting, and if so, how did he or she respond?
8. Has the feedback regarding the behavior been documented in any way?
9. How serious is this behavior on the continuum of ethical and professional behavior?
10. What are the student's ideas about how the problem may be remediated?

Although each situation is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent a more serious impairment rather than a problematic behavior that is easier to remediate:

1. The student does not acknowledge, understand, or address the problematic behavior when it is identified.
2. The problematic behavior is not a reflection of a skill deficit that can be rectified by training.

3. The quality of service delivered by the person suffers and cannot be restored or rescued.
4. The problematic behavior is not restricted to one area of professional functioning.
5. The behavior has the potential for ethical or legal ramifications if not addressed.
6. A disproportionate amount of attention by training personnel is required.
7. Behavior does not change as a function of feedback.
8. Behavior negatively affects the public image of the agency, university, or training site.

After the initial meeting with the student, the faculty will meet to determine whether impairment or problematic behavior exists. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan with the student within three weeks of their initial meeting with the student. Students are encouraged to 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 student's advisor will document the plan using the Student Performance Remediation Plan form.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the Performance Review Cover Sheet indicating that the recommendations have been presented and explained. 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 follow the appeal procedures outlined in the Purdue University: University Regulations. Regardless of the outcome of the feedback meeting, the student's advisor will schedule a follow-up meeting to evaluate the student's adjustment to the review process, and recommend potential sources of guidance and assistance when necessary.

Remediation Procedures

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 are an increase in didactic instruction; a decrease in course load; a decrease in or temporary suspension of clinical, didactic, or supervisory responsibilities; increased supervision and/or faculty advisement; leave of absence; and individual psychotherapy. Progress must be reviewed at least once every semester for the Fall and Spring semesters, at least two weeks before registration. 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 folder. If progress against targets is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

Educational Studies Master's Degree

Educational Studies Master's (MSEd), Counseling Psychology Concentration

Available **ONLY** to students without a master's degree who are continuing to the Ph.D.

- Facilitates off-site and internship placements for students without a master's degree.
- The 30 credit hour MSEd (counseling psychology concentration) is awarded "on the way to the doctorate." The faculty cannot admit students to a master's program.
- This degree will not qualify the student for licensure to practice counseling.

Students submit a POS for the MSEd, with a concentration in counseling psychology

- A GPA of 3.25 and B or better in each course.
- Eight (8) CPSY courses – the "primary" courses (see below).
- Two 2 courses – the "related" courses (see below).
- No Pass/Fail courses are permitted; no undergraduate courses are permitted.
- If you have graduate courses to transfer, see your advisor.

The POS committee is two (2) CPSY faculty & one (1) non-CPSY faculty.

Primary – Counseling Psychology Courses will typically include:

1. EDPS 60000 Counseling Theory and Techniques
2. EDPS 60100 Counseling Theory and Techniques Lab
3. EDPS 61700 Professional Issues, Ethics, and History of Counseling Psychology
4. EDPS 50000 Group Counseling Theory
5. EDPS 50500 Career Theory and Information
6. EDPS 50700 Counseling Multicultural & Diverse EDPS 60400 Advanced Counseling Theory and Intervention
7. EDPS 60400 Advanced Co0unselign Theroy and Intervention
8. EDPS 53300 Inst Edu Research I Method

[Other courses may be counted with the approval of the CPSY core faculty.]

Related Courses will typically include any 2 of the following:

1. STAT 50100 or its equivalent (e.g., EDPS 59100 online course)
2. STAT 50200 or its equivalent
3. Required PSY courses (e.g., PSY 67300 Behavior Disorders)

Curriculum

Plan of Study (POS)

Completed electronically in the first semester, using the Graduate School program and instructions

Purpose

Lists all courses required for graduation

- Students must complete a course for each course listed
- Students may complete a substantively similar course, if approved by the advisor

Designates the initial advisory committee, not the dissertation committee.

Curriculum

- **For Bachelor's Admits ONLY**, for the MEd POS (i.e., for a master's on the way to the doctorate), see Educational Studies Master's (MEd) Degree. For PhD POS, include all remaining courses, as listed in the Counseling Psychology Doctoral Program Curriculum.
- **For Master's admits**, include all required courses, as listed in the Counseling Psychology Doctoral Program Curriculum.

Procedure

In “boxes,”

- account for all courses transferred into the program.
- account for dissertation credit hours

After final submission, the POS is forwarded to the COE Graduate Studies Office, then to the Purdue University Graduate School Office, where POS is checked against Graduate School requirements.

- *FYI: The CPSY doctoral program meets all Graduate School and Department requirements*

The student schedules the dissertation defense by submitting **Form 8, Request for Appointment of Examining Committee** to the Graduate Office,

- Form 8 automatically triggers a POS audit to ensure that the POS and transcript match

- POS Updates and revisions are completed at this point (see [Graduate School Form 13 Request for Change to the Plan of Study](#)).

Graduation eligibility accrues from: updated and approved POS, successful dissertation defense, deposited dissertation.

Counseling Psychology Doctoral Program Curriculum

To meet all program requirements, see your advisor prior to each registration for sequence of courses and how required knowledge is incorporated in specific courses.

BA - admits start here (5-6 years)

| Year 1 - Fall | Year 1 - Spring | Summer |
|---|---|---|
| EDPS 60000- Cnsly Thry & Tech | EDPS 50000-Grp Coun Thry Tech | |
| EDPS 60100-Cnsly Thry & Tech Lab | EDPS 62500-Human Growth and Development | |
| EDPS 61700-Prof Is Eth Hist C Psy | EDPS 50700-Coun Multicl & Diverse | |
| EDPS 50500-Career Dev and Assess | EDPS 53300-Inst Edu Research I Method | EDPS 55600: Introduction to Quantitative Data Analysis Methods in Education I EDPS 55700: Introduction to Quantitative Data Analysis Methods in Education II |
| Research Team EDPS 69900-Research PhD Thesis | Research Team EDPS 69900-Research PhD Thesis | |

MA - admits start here (4-5 years)

| Year 2 - Fall | Year 2 - Spring | Summer |
|---|-------------------------------------|--------|
| EDPS 60400-Adv Coun Thry and Tech | EDPS 61900-Coun Psy Research Pract | |
| EDPS 61400-Adv Coun Pract (on-site) | EDPS 61400-Adv Coun Pract (on-site) | |
| EDPS 61700-Prof Is Eth Hist C Psy (MA only) | EDPS 62300-Personality Assessment | |

| | | |
|---|--|--|
| EDPS 61801: Intellectual Assessment (BA only) | Research Team EDPS 69900-Research PhD | |
| Research Team EDPS 69900-Research PhD | Work Sample/Research Paper | |

| Year 3 - Fall | Year 3 - Spring | Summer |
|---|---|-----------------|
| EDPS 62400-Adv Coun Pract & Supervision Theory (off-site) | EDPS 62400-Adv Coun Pract & Supervision Theory (off-site) | Written Prelims |
| EDPS 62200-Syst Concepts in C&D | PSY 67300-Beh Dis | |
| EDPS 53100: Introduction to Measurement and Evaluation | EDPS 62100-Adv Multicl Coun Thry and Prac | |
| EDPS 61801: Intellectual Assessment (MA only) | Research Team EDPS 69900-Research PhD | |
| Research Team EDPS 69900-Research PhD | | |

| Year 4 - Fall | Year 4 - Spring | Summer |
|--|---|---------------|
| PSY 64000-Survey of Social PSY I | EDPS 63000-Research Proc in Edu | |
| EDPS 63300: Seminar in Educational Psychology (Cog/Affective Base) | PSY 69200: Special Topics in Psychology Section 009 Behavior/History and Sys. | |
| Required Research Elective | Biological Bases of Behavior - Required | |
| Research Team EDPS 69900- Research PhD | Research Team EDPS 69900-Research PhD | |

| Year 5 - Fall | Year 5 - Spring | Summer |
|--|--------------------------------|---------------|
| Apply for Internship | Defend Dissertation | |
| Research Team EDPS 69900-Research PhD | EDPS 69900-Research PhD Thesis | |

| Year 6 - Fall | Year 6 - Spring | Summer |
|-------------------------------|-------------------------------|-------------------------------|
| EDPS 69600-Intern Coun Psy | EDPS 69600-Intern Coun Psy | EDPS 69600-Intern Coun Psy |

Note: This general outline varies for individual students. Multiple factors influence the timely completion of the program, such as dissertation progress, practicum hours, course waivers, and personal factors. For example, year five is not necessary for all students. In addition, the majority of the students take an additional off-site practicum in their 4th year, which may change the time of the some of these courses to be taken (e.g., EDPS 630) and the length of the program.

Curriculum Information/Notes

1. The Curriculum Plan is all courses required for graduation.
2. Students consult with their advisor each semester to determine course registrations that will address the required knowledge base.
3. EDPS 69900 documents research team activity.
4. Asterisks (*) indicate courses that may be offered on line or in summer session.
5. Some EDPS and PSY courses are offered every other year.
6. The Educational Studies Department offers very few summer session courses. Students complete research activities in summers.
7. [Transferring credits.](#)
8. Grades of "B" or better are required in all courses.

Regarding Grades Below "B"

Students must earn grades of "B" or better in all required courses.

Grades of "C" or below in any required course

- The student must repeat the course and earn a grade of "B" or better.
- No student will be allowed to proceed to doctoral candidacy or graduation without retaking the course and earning a grade of "B" or better.

Grades of "C" or below in a practicum or internship course

- The student must repeat the course and improve to a grade of "B" or better.
- Grades of "C" or below in a practicum course indicate that students have serious deficiencies that must be addressed before they can apply for off-site practicum or internship or be considered ready for graduation from the program.
 - Remedial or corrective action may be required to re-enroll in practicum or internship.

Taking a course for a second time and receiving a grade of "C" or below for a second time is grounds for dismissal from the program.

Policy on Transfer Credits from a Master's Program

Transferable Credits

- Up to 30 master's level credit hours into the Counseling Psychology doctoral program.
- Credits for master's courses approved as substantively equivalent
 - Core psychology discipline courses (e.g., History of Psychology, Social Psychology)
 - Statistics / Research Methods courses
 - First-year doctoral curriculum counseling courses
- Consult with the advisor on determining substantive and equivalent credit transfers.

Nontransferable Credits

- Students must take all core Counseling Psychology course work at Purdue.
 - Must be taken from the faculty at Purdue University.
 - Previous courses, from a different university, are not accepted.

Additional Information

- *Students gain research training through actively participating in the advisor's research team*
- Students must spend the equivalent of three years full-time study on campus in the doctoral program in order to apply for internship and graduate

Practicum Courses and Experience

Program graduates may need post-doctoral supervision to qualify for licensure, even if a specific state licensing law does not require a one-year post-doctoral year of supervision.

Students must obtain 450 intervention/assessment hours to be eligible for Internship. Students are benefitted by a large number of these hours being with individuals (vs. groups, outreach).

First Practicum Experience

- EDPS 61400 Advanced Counseling Practicum
- Enroll during the Fall and Spring semesters of the second year in the curriculum.
 - 2nd on-campus year for incoming B.A. students
 - 1st on-campus year for *eligible* incoming M.A. students
- All students are placed in the Purdue Counseling and Guidance Center (PCGC) where work is guided by the PCGC Manual.

Second Practicum Experience

- EDPS 624000 Advanced Counseling Practicum and Supervision Theory
- Enroll during the Fall and Spring semesters of the third year in the curriculum.
- Students secure placements, “off-site,” in agencies in the Greater Lafayette area
 - The process is managed by the CPSY faculty Off-Site Practicum Coordinator
 - Off-site practicum placements agencies must be within 100 miles of Purdue's West Lafayette campus
 - After placement, students may need to satisfy certain eligibility requirements (e.g., background check, drug screening).
 - Off-site Networking Reception in February for Fall semester placements
 - Allows students to gain more information on sites before applying to sites

Additional Practice-Related Experience

- Many students elect to complete a second year of the off-site practicum, in another site.
 - Discuss additional placements with the advisor and the Off-Site Practicum Coordinator.
 - Students must enroll in EDPS 62400 Advanced Counseling Practicum and Supervision Theory, though students do not attend the supervision theory component of the course
- Some Testing and Assessment Practica are available through course registration (e.g., PSY 67900).
- Some courses have service-learning components that require insurance coverage and provide practice and supervision hours for internship application. The course instructor will inform students of these requirements.

Expectations: For All Practicum Courses or Experiences

- Record Practice Hours

- Students accrue hours each semester in each practicum or service-learning experience
- Maintain a log of all these training hours, using the PCGC excel file format.
 - Format is updated each year to match the [Association of Psychology Postdoctoral and Internship Centers \(APPIC\)](#) Application for Psychology Internship.
- *Each Semester:* Provide the course instructor a copy of the log
- *Each Semester:* Provide the PCGC secretary with totals from the log.
- Logs are used in course evaluation, annual progress review, and verification of doctoral program hours for the internship application
- Expected Hours
 - Both EDPS 61400 and EDPS 62400 require approximately 80 intervention/assessment hours for the academic year.
 - EDPS 62400 will typically allow for more hours, depending on the site and circumstances.
 - If needed, students take additional practicum to meet these minimally expectations.

****Program graduates may need post-doctoral supervision to qualify for licensure, even if a specific state licensing law does not require a one-year post-doctoral year of supervision.***

Ethics, Practice Guidelines, and Student Handbook Verification

The Counseling Psychology program requires students to complete the Ethics Verification Form, the Student Handbook Verification Form, and the APA Practice Guideline Verification Form within the first semester of matriculation into the program. Each form specifies that the student has read the particular material, understands the material, and knows how to obtain answers to questions about the material. Obtain each form in the student handbook, under forms.

Preliminary Examination Policy Counseling Psychology Doctoral Program

Preliminary examination is completed by the end of course work and before dissertation research. The earliest students can take written preliminary exams is at the end of the first semester of the year of their first offsite placement.

Research Components

1. Research Hours

- A total of 200 research hours are accrued from the first semester in the program.
- Submit the Research Hours Log to your advisor at the end of each semester.
- Assistantship research tasks do not count in the 200 hour requirement.

2. Research Paper

- Design, obtain IRB approval, collect and analyze data, and write a research study. Rewrite the research paper for manuscript submission, using APA 7th Edition style
- Submit the Research Preliminary Component to your advisor for evaluation.
- Research paper should be completed successfully by the end of the Fall semester (1st off-site practicum) after successfully passing the advisor's evaluation. Research prelim component will be completed after submitting the research paper to a peer-reviewed journal collaboratively decided with the student's advisor. The manuscript must be submitted for publications by the end of spring semester (1st off-site practicum).

3. Conference Presentations

- Two (2) Regional/National/International conference presentations – these presentations must be based on work completed at Purdue, after matriculation into the program. Consult with the advisor on proposal submissions and submit presentation documentation.

Requirements for these presentations:

1. a regional, national, or international refereed conference,
2. student needs to be first author in at least one of these presentations
3. attendance at the presentation is required when the student is the lead presenter
4. probably (not required) with the research team advisor but must be approved by the advisor
5. Completed by the second or third year in the program.

Practice Component

4. Work Sample

- Complete a written Work Sample based on your work with an EDPS 61400 client
- Guidelines/Requirements ***
- Due the end of Spring semester concurrent with EDPS 61400

- The work sample often has revisions after it is submitted. Final work sample should be completed successfully by the end of the fall semester after taking EDPS 61400 On-site Practicum course.

Written Exam

5. Coursework

- Before the written exam, you must complete (a) the research and practice components, (b) a fall semester of EDPS 62400, and (c) EDPS 62100.

6. Apply for Written Examination

- Fill out the Request for Written Preliminary Exam form by May 1 for the August written prelim and December 1 for the January written prelims

7. Complete the Written Examination

- The written exam has two question areas:
 - Ethics and Legal/Professional Standards (2 ½ hours)
 - History of Counseling Psychology/Professional Issues (2 ½ hours)
 - Each question area may consist of (a) a single question, (b) a single multi-part question, or (c) multiple questions.
 - Computers, disks, and scratch paper are supplied; the exam is proctored.
 - All materials, the written question, the disk, a hard copy of the answer, and any scratch paper must be turned in at the end of the exam.
 - **See evaluation scoring criteria in this handbook

Oral Preliminary Exam

8. Complete the Oral Preliminary Exam Defense

- Prior to defending, complete and submit Form GS-8: Request for Appointment of Examining Committee, which is a graduate school form
- Schedule the oral defense with your committee
- Passing allows students to begin their dissertation process, including planning their project and preparing for their proposal
- Consult your advisor to prepare for follow-up questions from the written exam and discussion of dissertation

Preliminary Examination Scoring Criteria

Guidelines

1. Focus specifically on the basic question(s)
2. Present own critical thinking about issues and information
3. Demonstrate a knowledgeable and balanced awareness of pertinent literature by cogently citing references regarding more than one aspect of an issue
4. Demonstrate evidential reasoning
 - Identify the basic issue or issues that need to be examined in order to answer the question
 - Present assumptions, premises, or hypotheses
 - Cite evidence that bears directly on the issues
 - State conclusions
 - Demonstrate how the conclusion follows from the evidence and relates to the basic issues and assumptions
 - Demonstrate an understanding of the relativism of knowledge
5. Exhibit clear and specific expression
 - Use qualified, descriptive statements rather than global generalizations
 - Write in a synthesized, integrated, organized, and coherent fashion
 - Demonstrate depth, breadth, and specificity of knowledge
 - Use critical thinking, scientist-practitioner skills
6. Use APA style (7th edition), which includes clear written expression characterized by:
 - Accurate punctuation and grammar, including parallel structure in phrases and subject-pronoun agreement
 - Non-sexist language
 - Appropriate and varied sentence structure
 - Citations and reference style

Scoring

Independent evaluations from two Counseling Psychology core faculty members.

A third reader is requested if faculty do not agree about the quality of responses.

Committee strives to complete evaluation and report results within two weeks of the exam.

The two or three member faculty committee will make a decision of:

1. PASS
 - With or without questions for the oral exam.
 - Rewrite required - a 12-25 page referenced paper responding to the question.
- NO PASS
 - Student must re-sit the examination within one calendar year.
 - If failing either written question or any preliminary exam component two times, the student will be dismissed from the counseling psychology doctoral program.
- NOTES
 - If asked to rewrite, or if failed (i.e., No Pass), advisor gives feedback from exam.
 - Students may review their exam and may ask faculty for specific feedback.

**Note: See scoring rubrics in Forms section at the end of the handbook.

Work Sample

Submit a current Work Sample of a client.

1. The work sample should be a well-organized, cohesive, and professionally suitable paper. It must conform to APA 7th Style.
2. Submit the work sample typewritten, double-spaced, and not more than 20 numbered pages in length. Any tests and protocols used as the basis for your intervention shall be presented as appendices. Cover sheet, a table of contents, references, and appendices are not counted as part of the 20 page limitation.
3. Use original resources (i.e., articles, the resources cited / referenced in a book).
4. Be certain to include how multiculturalism / diversity influenced your conceptualization and interventions.
5. Address how your practice orientation is consistent with a counseling psychology identity, as this will be the ethical foundation for your professional practice.
6. Note that you will be selecting relevant information to write a focused sample of your work.

Be certain to maintain confidentiality.

1. Use a pseudonym, change the age somewhat or be general about the age (e.g., traditional age college student, 30ish, mid-40s), be general rather than specific about where the client is from (e.g., a metropolitan area in the same state as the agency; a small town near the agency), and do not name the agency where you saw the client. If needed, you can supply this information.
2. Rather than giving precise dates, say something like "I saw the client during my second semester practicum for 10 sessions" or "I saw the client during my first and second semester practicum for 20 sessions."
3. Choose relevant information in writing your conceptualization, which links theory with the meaning of client's material. Notice that you do not need to repeat the intake report.
4. Most times, when you talk about client behavior, you will be providing examples of what you mean by your statements about interventions, your decisions, and how both relate to your theoretical approach. These examples will be from sessions or termination rather than from intake.
5. If the client was taking medication, simply include that information; you do not need to specify the drugs, unless they are somehow relevant to your focus.
6. Do not copy and attach assessment results. Choose the relevant aspect of the assessment, that is, what was your analysis and how did you use it in conceptualizing and intervening with the client. Examples will illustrate your meaning.

Include:

1. Your guiding orientation and its fit with Counseling Psychology, along with client information and treatment conceptualization.
2. The theoretical orientation upon which you base your work, reasons for holding this orientation, and your understanding of how it compares and contrasts with other major theories.
3. The methods by which you assess clients' needs including the particular effectiveness or

limitations of your methods. Relate your methods to your theoretical perspective.

4. The significant interventions you make with the particular client, significant decisions that you made during the course of contact with the client which particularly altered or advanced the course of your work, the theoretical and/or practical reasons which led you to make these interventions and decision.

5. Present disposition of the case including present interventions, methods of termination, referral, additional interventions needed.

6. Relevant research and theoretical literature that supports your treatment decisions for this client and supports the appropriateness of the methods employed.

7. Ethical issues raised by this case.

8. Your analysis of the effectiveness and/or appropriateness of services, procedures, or approaches involved in the case study.

Pre-Doctoral Psychology Internship Policy and Checklist

Students typically apply to internship in their fall semester of their fourth or fifth year (MA and BA students respectively). You can only apply with approval from your advisor and Training Director. You must have a minimum of 450 hours of direct client contact completed before beginning internship applications. During late April and early fall of the year you apply, you will work with your advisor and the faculty Internship Coordinator to develop and submit your application. We encourage students to only apply to APA accredited sites. After placement, students may need to satisfy certain eligibility requirements (e.g., background check, drug screening).

The Association of Psychology Postdoctoral and Internship Centers' (APPIC) Application for Psychology Internships (APPI) broadly consists of several components:

1. The completed "basic" APPI document, including clinical hours, types of clients seen, personal details, etc.
2. Four essays of 500 words: biographical, diversity, research, and theoretical orientation
3. Cover letters tailored for each site
4. Standardized reference forms from clinical supervisors
5. Curriculum vitae
6. Transcripts
7. Supplemental materials (only for some sites)
8. Application fees

See the APPIC website for more information: <https://www.appic.org/>.

Checklist for Applying to Internship

1. Completed at least 450 hours of direct intervention and/or assessment hours. _____
2. Completed the preliminary examination process (see above). _____
3. Defended dissertation proposal prior to October 15th. _____
4. In good standing with the program. _____

Program Dissertation Guidelines

CPSY-Specific Proposal Requirements

The Ph.D. dissertation is intended to demonstrate the student's capacity to conduct independent and original research. The proposal and dissertation must meet the Graduate School requirements for formatting (e.g., margins). Students should use APA 7th style (i.e., grammar, writing, reference/citation, headings, etc.) for the proposal and final dissertation document.

Students will present the dissertation in two journal articles with the goals of (a) training doctoral students to report research in a format used by the counseling psychology community, (b) facilitating submission of publications based on the manuscripts produced for the dissertation, and (c) allowing students to present their research to committee members concisely.

Dissertation Proposal

The dissertation proposal is a document allowing students to present and defend their dissertation ideas to their committee. In addition to a cover page and a table of contents, the proposal includes two chapters:

Chapter 1 is a critical review of literature on the student's dissertation topic. This means that the student should synthesize and analyze the literature to present an original and thoughtful thesis. For example, Chapter 1 should demonstrate one or more of the following: (a) evaluation of strengths and limitations in theories and research, (b) identification of research questions for future research, (c) reconciliation of conflicting research findings, (d) synthesis of two or more bodies of literature, (e) development of new theories or theoretical frameworks/models, (f) new interpretations of previous research, and (g) application of an area of research to a new area, such as social justice. Students should embed the Chapter 1 within the counseling psychology literature and make clear connections between the field and the specific topic area in question. However, drawing from other fields is encouraged. Students can refer to journals such as *The Review of General Psychology*, *American Psychologist*, and *Psychological Review* examples of effective review articles. Students can also consult review articles within the *Journal of Counseling Psychology* and *The Counseling Psychologist*. The paper should not be redundant with an existing review article.

Chapter 1 will be conceptually related to the introduction section in Chapter 2, but should have a broader scope and application. In other words, it should not be written to lead to the specific purpose and research hypotheses in Chapter 2. Within Chapter 1, students will also discuss implications for research, practice, education, and/or social advocacy. Chapter 1 will be no more than 40 pages including all sections (e.g., abstract, references, etc.), except appendices. Within the chapter, include the following elements: (a) title, (b) abstract of no more than 200 words, (c) literature review and discussion of implications for counseling psychology (e.g., clinical implications), (d) references, and (e) tables and figures (if applicable).

Chapter 2 is the empirical research proposal for the dissertation study. It will be no more than 35 pages (all inclusive) and use a title different from Chapter 1. Within the chapter, please include: (a) title, (b) abstract of no more than 200 words, (c) introduction, (d) method, (e) data analysis, (f) references, and (g) tables or figures (if applicable). The introduction section should review

literature in a way that leads to and supports the purpose and research questions/hypotheses of the study. The method section should include the typical subsections of (a) participants, (b) Instruments (with reliability and validity information), and (c) procedure. Appropriate deviations from these subsections are allowed as directed by the dissertation committee. The Data Analysis section should include information about the preliminary analyses (e.g., assumption testing) and how the student will analyze his or her data.

Chapters 1 and 2 should be sufficiently independent of each other such that they can be submitted as separate publications (e.g., no sentences copied and pasted between the two chapters). Faculty must have the proposal and the completed dissertation in hand **two weeks** before the scheduled meeting. For either chapter, candidates may use appendices to provide the dissertation committee with additional materials related to the dissertation research (e.g., sample copies of measures or instruments, informed consent forms).

The Final Dissertation

Students will write the final dissertation after their study is completed and will present it to the dissertation committee in a final defense meeting. Guests may come to the defense and stay for the presentation and the committee's questions and feedback. Students should not provide food or drinks for the committee. However, if there are particular cultural considerations or specific situations that might lead a student to want to bring food, they may speak to their dissertation chair about an exception.

The dissertation document should include the following sections: (a) cover page, (b) table of contents, (c) acknowledgement section, (d) Chapter 1, (e) Chapter 2, and (f) appendices (if applicable). Chapter 1 will be largely the same as the proposal defense, but the candidate may need to make revisions as requested by the committee. The title and introduction of Chapter 2 may also need revisions as directed by the dissertation committee. The student should update the abstract and method sections to past tense and add all the necessary revisions according to the implementation and results of the study. For the final defense document, the candidate should insert two new sections between method and references sections: (a) results and (b) discussion. These two sections are written to document data analyses and results of the study and to provide a discussion of the results. Within the discussion, students should detail what implications the study has within counseling psychology specifically. New tables or figures may be added after the References section.

In most cases, Chapters 1 and 2 will be no more than 40 pages each (all inclusive, except appendices). Chapter 2 may be extended to 45 pages for qualitative studies. In some cases, the committee may approve a page limit increase for mixed method studies or studies with multiple experiments or samples. Each chapter will have its own reference section. All pages of the dissertation should be numbered sequentially across all chapters and sections.

Graduate Education Appeals Procedures

There are times when students think that instructor, advisor, faculty, or program requirements, evaluations, decisions, or behavior are unfair or inappropriate. We expect faculty and students to act in good faith and in accordance with the principle of direct communication in order to resolve misunderstandings, disagreements, and grievances.

To Resolve Grievances

1. Students communicate feedback directly to the instructor or faculty member.
 - Faculty members are to be open and responsive to student feedback.
2. If unsatisfied after direct discussion, the student should next talk with the academic advisor, who can provide information, guidance and problem-solving suggestions.
3. If the issue is unresolved, students should next meet with the Training Director. If the Training Director and the student's advisor are the same person, the student can meet with the Program Convener.
4. If consultation with the Training Director is unsatisfying, students should consult the Department of Educational Studies Head.
 - The Head will ask if you have taken the aforementioned steps.

NOTE: Students may consult with a [Graduate School Ombudsman](#), at any point in this process. Otherwise, failure to comply with this sequence constitutes unprofessional behavior.

To Appeal a Decision

- Petitions for an exception to the program's policies and procedures must be submitted in writing to the Training Director. Only the Counseling Psychology core faculty can authorize any exceptions to the program's policies and procedures.
- Annual Student Review
 - Student who judge their annual progress review to be unsatisfactory can appeal to Counseling Psychology faculty.
- Course Grades
 - May be appealed through the College of Education Appeals Committee.
 - For full details regarding grade appeal procedures, see the [University Regulations: A Reference Book for Students, Staff, and Faculty Section E: Grade Appeals System](#).
 - Consult your advisor when for initiating an appeal.
 - Grade appeals must be filed within 30 days of the onset of the next academic semester.

Students should be aware of [Purdue University policies](#) regarding expectations of students and faculty-student hierarchy and interaction. All CPSY faculty are involved in evaluation of all students until graduation.

Policies and Information

Seminar and Town Hall

The purpose of seminar is to address issues of diversity and inclusion in and outside of the program. On an interpersonal level, we hope that seminar will facilitate multicultural competence in each of our trainees by addressing experiences of microaggressions within the program, cultural humility, and issues of self-awareness. On a broader, social justice level, we may use seminar to initiate systematic changes within our institution and to provide a more welcoming environment for graduate students that hold multicultural identities by addressing institutional and cultural blind spots. Seminar is held regularly throughout the semester and is mandatory all student enrolled in the program not on internship.

Once a semester, the program also expects all students and faculty to attend a Town Hall meeting. The purpose of Town Hall is to address logistic, administrative, or training and program related concerns that students may have around such as classes and assistantships. The intent of this meeting is to allow students to voice their concerns to the faculty.

Information for International Students

International graduate students in psychology face a number of systemic barriers pursuing a doctorate in the United States, including navigating immigration laws, discrimination, adjustment to new cultural contexts, and paperwork. Immigration laws and interpretations of those laws by universities is constantly changing, so what applies to international students in one cohort may not apply to other cohorts. Universities also have different interpretations and implementations of immigration law. Regardless, while in the program, it is important to be aware of a number of different office, issues, and topics.

[Office of International Students & Scholars](#) (ISS): The ISS at Purdue is your primary source of information about your immigration and visa status. They will process your paperwork and help you maintain your immigration status while in the US. Visit [ISS Online Documents, Resources and Requests](#) for all information pertaining to international students. Visit [myISS](#) for submitting electronic forms, updating your information with ISS, etc.

Form I-20: All F-1 visa students must have a Form I-20 from the ISS. You must receive an I-20 before applying for a visa entering the US. You also need it to travel outside and back into the country. Please ensure you obtain a travel endorsement from an ISS counselor before each travel outside of the country and travel with your I-20 at all times; each travel endorsement is valid for one year. Contact ISS to update your I-20 every time you change your funding/assistantship

Your initial I-20 is valid only for 4 years. At the fourth year mark, you will need to renew your I-20, renew your Form I-9, and apply for *Program Extension*. Every subsequent renewal will be valid for 2 years. Consult timeline below for *Program Extension* application.

Form I-9. International students must complete I-9, Employer Eligibility Verification, so Purdue University can verify your identity and authorize you to be employed and paid. Without a completed I-9, you cannot receive your assistantship or fellowship stipend.

Step 1: Upon accepting your first Purdue assistantship or fellowship offer and no later than the first day of your employment, please complete I-9 Form [here](#). Make sure to select the correct citizenship attestation based on [this definition](#). Use your I-20 expiration date if you select “an alien authorized to work until XX date” and is prompted to enter an expiration date.

Step 2: No later than the third business day of your employment start date, you must present original and unexpired documents to a Purdue I-9 Completer.

I-901 SEVIS Fee: All F-1, M-1, and most J-1 students must pay this fee before they receive a visa.

F-1 Visa: International students in our program will likely receive an F-1 visa, which is the student visa for colleges and universities. After being accepted into the program, you will be registered into the [Student and Exchange Visitor Information System](#) and will pay the SEVIS fee. You then receive an I-20 from Purdue and apply for an F-1 visa. Applying for a visa requires several steps, which can vary depending on the country where you currently live. Visit the website of the US embassy or consulate in your country of residence to receive more information. At some point, you will complete the [Online Non-Immigrant Visa Application \(DS-160\)](#).

Maintaining Legal Status: To maintain your legal status, you need to meet the following requirements: (a) maintain a valid local address in myISS at all times; (b) maintain a valid passport (and valid passports for dependents); (c) maintain an accurate, unexpired Form I-20; (d) register as a full-time student every Fall/Spring semester (i.e., TA/RA or fellowship administered as an assistantship = minimum 6 credit hours); and (e) work only with authorization. Consult ISS website for detailed information on each requirement.

Curricular Practical Training (CPT): CPT is employment or training for F-1 visa students that is integral to your studies. This training can be paid or unpaid, and part-time (20 hours or less per week) or full-time (more than 20 hours per week). In the case of our program, you must apply for part-time CPT for offsite practicum placements and full-time CPT for your internship year through the ISS. Failure to do so will likely result in violation of legal status and potentially deportation.

Note that ISS does not authorize CPT for your “last” semester in the program, unless you simultaneously apply for Program Extension. ISS defines “last” semester based on the Program End Date on your I-20. Therefore, if the Program End Date on your I-20 is approaching, you need submit CPT and Program Extension applications simultaneously as soon as the CPT application opens. Consult timeline below for additional information.

Optional Practical Training (OPT): OPT is employment within your area of study, which must be authorized through ISS. In the case of our program, this may include offsite practicum

placements and your internship year. You can receive OPT employment authorization before or after you receive your degree, but you are limited to 12 months total. To apply, you will request OPT through the ISS, which will endorse your I-20. You will also complete [Form I-765](#).

Cultural Centers: There are several cultural centers at Purdue that hold events can aid in the transition to the US. You may also sign up for the Center for Intercultural Learning, Mentorship, Assessment, and Research (CILMAR) newsletter [here](#) to receive weekly updates about CILMAR-sponsored or local cultural events.

Tax: By mid-April each year, you must complete tax refund via Glacier Tax preparation if your tax status is a “nonresident alien,” or online tax preparation services if your tax status is “resident alien.” ISS does not offer any tax services or advices due to legal restrictions. If you are first time tax filer in the U.S., you may seek tax help from support from [Volunteer Income Tax Assistance \(VITA\) Program](#).

Social Security Number (SSN): Social Security numbers are generally assigned to people authorized to work in the U.S. You need to have SSN before you can be paid/receive your stipend. F-1 and J-1 students may [apply for SSN](#) for on-campus (please contact the business office first for instructions).

Note: All the information provided in this document is “as is” and can change without notice. Our program is not liable or responsible for any inaccuracies or errors connected to the immigration laws and regulations.

| Timeline | Tasks | Special Notes |
|--|---|--|
| Before program | | |
| | <ol style="list-style-type: none"> 1. Apply for funding* 2. Apply for I-20 3. Apply for visa 4. Sign up for College of Education Graduate Student Mailing List (Instruction) 5. Complete I-9 Form 6. Register for courses | <p>*Please discuss funding options with your advisors as soon as possible after confirming your enrollment. Without proof of funding, ISS will not issue your I-20 that is required for your visa application, which may result in late arrival.</p> |
| During Program | | |
| Annual Tasks | <ol style="list-style-type: none"> 1. Update your mailing address within 10 days of any change to your local (U.S.) address. 2. Update I-20 after every funding/assistantship change 3. Obtain travel endorsement from ISS before travelling out of country; bring your I-20 for each travel out of the U.S. 4. Enroll in health insurance by first Friday of September (expect email from student-insurance@purdue.edu) for exact deadline 5. Complete tax refunds/reporting by April 15 via Glacier Tax preparation if your status is a “nonresident alien,” or Turbo Tax if your status is a “resident alien” | |
| Program Milestone: 1 st semester | <ol style="list-style-type: none"> 1. Complete ISS Mandatory International Student Check-in 2. Apply for Social Security Number (SSN)* 3. Present documents to a Purdue I-9 Completer (additional information is here). <p>The task list here in not comprehensive. A Guidebook for ISS Weeks of Welcome offers step-by-step information for all the tasks that international graduate students need to complete within the first few weeks of arrival in the U.S.</p> | <p>*You need to apply for a SSN as soon as possible after arriving in the U.S. to prevent delay in receiving your stipend.</p> |
| Program Milestone: Offsite Practicum | <ol style="list-style-type: none"> 1. Apply for part-time CPT every semester via myISS | <p>*ISS does not authorize CPT for your “last semester” in the program based on the Program</p> |

| | | |
|---|--|---|
| | <ol style="list-style-type: none"> 2. Timeline: application opens 90 days before the practicum start date; must apply no less than 10 business days before the start date.* 3. Documents needed: <ol style="list-style-type: none"> a. practicum offer letter b. offsite course description from myPurdue course catalog c. online advisor approval d. scanned copies of your passport and I-94 Arrival Record | <p>End Date listed on your I-20, unless you simultaneously apply for <i>Program Extension</i></p> <p>If you enter with your BA, the “last semester” will likely coincide with the 2nd semester of your 2nd offsite year. Therefore, you need submit part-time CPT and Program Extension applications simultaneously as soon as the CPT application opens.</p> |
| Program Milestone: 4 th year since entering the program | <ol style="list-style-type: none"> 1. Contact College of Education Business Office to renew your I-9 2. Apply for <i>Program Extension</i> via myISS 3. Timeline for <i>Program Extension</i>: <ol style="list-style-type: none"> a. ISS requirement: minimum of 14 calendar days before the expiration date b. Student recommendation: Fall semester of your 4th year (i.e., apply in Nov or Dec 2017 if the Program End Date on your I-20 is May 2018) 4. Documents needed <i>Program Extension</i>: <ol style="list-style-type: none"> a. E-form on myISS b. Financial documentation to prove funding for one academic year/the length of the extension, whichever is less (e.g., assistantship offer letter)* c. Online advisor approval | <p>*Your initial I-20 is valid only for 4 years. During Fall semester of your 4th year (around Nov or Dec), discuss funding options for the next academic year with your advisors or assistantship supervisor. Secure funding offer letter so you can apply for <i>Program Extension</i>.</p> |
| Program Milestone: Internship | <ol style="list-style-type: none"> 1. Apply for full-time CPT 2. Apply for <i>Program Extension</i>* | <p>*Every program extension is valid for 2 years. Depending on your academic standing, you may need to apply for program extension for the second time while you apply for full-CPT.</p> |
| After program | | |
| Post-doctoral | <ol style="list-style-type: none"> 1. Apply for OPT or H1B, depending on your work arrangements. | |

Assistantship Employment Policy

- Teaching, research, and other graduate assistantships are available to counseling psychology doctoral students.
- Funding opportunities may be limited in a given year. Students are strongly encouraged to actively pursue positions as they become available.
- Students may accept up to **but no more than** .50 (half time, 20 hours per week) in total assistantship employment each semester.
 - Adherence to an employment limit is required because students employed above the .50 level have demonstrated unsatisfactory progress in completing program requirements.

Clinical Practice Policy

- Students engaged in any form of clinical practice (e.g., individual or group counseling) must be enrolled in a counseling psychology practicum course (EDPS 61400 or EDPS 62400).
- Students engaged in practicum or service learning course components must carry professional liability insurance.
 - Purdue University has coverage available for those engaged in clinical practice in a practicum course.
 - Students can find further information about Purdue's liability insurance in the Purdue Counseling and Guidance Center (PCGC) manual.
 - Students are required to provide a copy of their insurance documentation to all practicum instructors, both at the PCGC and other approved sites.
- Faculty restrict students, as needed, to ensure that students are adequately supervised at practicum sites and do not practice beyond their expertise.
- Students may not engage in any form of clinical practice until beginning the second year of the program's curriculum plan. (This would be master's student's first year on campus)
- Some courses have service-learning components. Course instructors ensure that students are adequately supervised, insured, and practice within their expertise.

APA Guidelines for Providing Psychological Services

The information below is from the General Guidelines for Providers of Psychological Services (APA, 1987) and the Specialty Guidelines for the Delivery of Services by Counseling Psychologists (APA, 1981). The faculty recommend that students read both documents.

The term, provider of counseling psychological services, subsumes two categories: (a) Professional counseling psychologists and (b) Other persons who provide counseling psychological services under the supervision of a professional counseling psychologist (APA, 1981, pp. 653-654).

"Professional counseling psychologists have a doctoral degree from a regionally accredited university or professional school providing an organized, sequential counseling psychology program in an appropriate academic department in a university or college, or in an appropriate department or unit of a professional school. Only counseling psychologists, that is, those who meet the appropriate education and training requirements, have the minimum professional qualifications to provide unsupervised counseling psychological services" (APA, 1981, pp. 653-654; APA, 1987).

Specialty Guideline 1.2 "Providers of counseling psychological services who do not meet the requirements for the professional counseling psychologist are supervised directly by a professional counseling psychologist who assumes professional responsibility and accountability for the services provided. The level and extent of supervision may vary from task to task so long as the supervising psychologist retains a sufficiently close supervisory relationship to meet this Guideline. Special proficiency training or supervision may be provided by a professional psychologist of another specialty or by a professional from another discipline whose competence in the given area has been demonstrated by previous training and experience" (APA, 1981, p. 655).

Psychological Service Unit "is a unit that provides predominately psychological services and is composed of one or more professional psychologists and support staff" (APA, 1987, p. 713).

Non-Assistantship Employment Guidelines

The following information is provided to guide students' choice when they feel that they have to seek off-campus funding for the doctoral studies. ***Students are strongly encouraged to consult with their advisors or other relevant faculty when considering the possibility of off-campus employment.*** Relevant excerpts from the American Psychological Association's guidelines for providing psychological services are followed by the Program's guidelines for Counseling Psychology doctoral students' off-campus employment in service delivery settings.

Guidelines for Student Employment

The State of Indiana licenses both doctoral level psychologists and master's level practitioners from a variety of counseling programs, under the title, Mental Health Counselor, when applicants meet the stated requirements. In addition, Psychology is a profession that is distinct from Mental Health Counseling, Professional Counseling, School Counseling, Social Work, and other human service delivery professions. In accord with APA's General Guidelines for Providers of Psychological Services (APA, 1987), Specialty Guidelines for the Delivery of Services (APA, 1981), and Specialty guidelines for the Delivery of Services by Counseling Psychologists (APA, 1981), the faculty has adopted the following principles to guide students who seek off-campus employment in order to obtain income needed for tuition and support during graduate training.

Students should be aware that assistantships and fellowships pay tuition and are preferred employment. In addition, faculty discourage work beyond 20 hours per week. Also, clinical experience accrued in employment settings is likely not to increase the student's competitiveness for a college counseling center internship and may not be useful for obtaining an APA accredited internship in any setting.

- The program faculty must authorize the employment, in writing, prior to the student's accepting a position.
- A student's entire non-academic responsibilities must not exceed the time equivalent of a .50 graduate assistant appointment. There may be exceptions to this limitation *only* during time periods that the student is not expected to be engaged in academic responsibilities such as course work.
- Students work schedule must be sufficiently flexible to allow the student to make classes, research team meetings, and informal program activities (e.g., town meetings) at their scheduled time. To reiterate, the program and its activities are the student's primary work setting and primary responsibility.
- Graduate students in the program are not to engage in providing unsupervised counseling psychological services for a fee under any circumstance.
- Students who wish to be employed in a **mental health setting** must inform the Training Director and advisor of their intent. *Prior to accepting a position and engaging in that employment*, the student must provide written documentation of (a) suitable supervisory arrangements that are commensurate with the employer's policies for that position **and** (b) the site's classification as a mental health or other professional service unit (versus a psychological service unit.) *Note: If the site employs even one (1) psychologist, the site is a psychological service unit; and the student must be meet the conditions below.*
- Students who wish to be employed in a **psychological service** unit must inform the Training Director and advisor of their intent. *Prior to accepting a position or engaging in that employment / practice*, the student must provide written

documentation of supervision by a licensed psychologist that meets the requirements specified in APA's General Guideline and Specialty Guidelines for Counseling Psychologists. *Notes:* (a) If the site employs even one (1) psychologist, the site is a psychological service unit, (b) the student may list this experience on his or her vita under employment (for income) but cannot count any supervised hours for program credit, and (c) internship sites may not count these hours in considering students for a position.

- **Even when engaging in approved employment, students may not use their affiliation with Purdue University, the College of Education, the Department of Educational Studies, the program area of Counseling & Development, or the Counseling Psychology doctoral program as any kind of "professional credential," either explicitly or implicitly, unless so authorized by the written consent of the Counseling Psychology faculty. *Prior to accepting a position or engaging in employment / practice*, the student must ensure that the program has written documentation that both the student and the employer are aware of and will adhere to this criterion.**

Bruce Shertzer Graduate Scholarship in Counseling

The **Bruce Shertzer Graduate Scholarship in Counseling** is awarded annually to a senior counseling psychology student. Established on November 23, 2004 by Bruce Shertzer a former researcher and faculty member. The scholarship criteria include: (a) the student is in good standing and making timely progress in the program, (b) the student has a strong cumulative GPA, (c) the faculty support the student being recognized, (d) the student is relatively a senior in the program, and (e) the student has a record of scholarly productivity characterized primarily by a counseling-related focus. Students also should have demonstrated appropriate professional development as well as involvement in and commitment to the program.

The number of awardees is contingent - each year - on available funds and students meeting the criteria

Social Networking Site and Electronic Communication Statement

Students who use social networking sites (e.g., Facebook, Twitter) 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 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, because 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 psychologists and other mental health professionals in training. Engaging in these types of actions could result in the student being dismissed from the program.

Annual Review

1. Each student's Academic Progress is reviewed at the end of each spring semester.
 - Progress is evaluated according to the program's training model, goals and objectives, and expectations for professional training in psychology.
2. Students complete the Counseling Psychology Student Self-Evaluation Form that faculty use during their evaluation.
3. Students are informed in writing by their advisors of the status of their progress.
 - Typically, students receive a letter indicating satisfactory progress.
 - In cases of unsatisfactory progress, the faculty take action that is consistent with the programs Policy on the Retention and Dismissal of Students and the Department of Educational Studies Dismissal Policy.
4. As a student, you can request a meeting with your advisor to discuss your annual review. You can always write a response to the annual review and submit it to your advisor. This response will go in your file with your annual review.

Purdue Information and Resources

Purdue University has a number of resources and organizations to facilitate student involvement and success.

[Purdue University Library Website and Resources](#)

[College of Education Graduate Student Support Programs](#)

[Counseling Psychological Services](#)

[Office of the Dean of Students](#)

[Clinical Psychology Training Clinics](#)

[Statistical Consulting Services](#)

[Graduate School Workshop Information](#)

[Purdue Black Cultural Center](#)

[Purdue Latino/a Cultural Center](#)

[Purdue Native American Educational and Cultural Center](#)

[Lesbian, Gay, Bisexual, Transgender, and Queer Center](#)

[International Student Organizations](#)

[Incentive Grant \(PDF\)](#)

[COE Graduate Student Groups](#)

[Purdue Online Writing Lab](#)

[Graduate Student Housing](#)

Professional Organizations

The program encourages students to join all professional organizations that may benefit their research/practice interests and their career. CPSY faculty members belong to an array of organizations and can provide guidance on selecting organizational memberships beyond the American Psychological Association (APA) and Students of Seventeen (SAS). This listing is a sample and not exhaustive.

[American Psychological Association](#)
[Asian American Psychological Association](#)
[The Association of Black Psychologists](#)
[National Latina/o Psychological Association](#)
[American Association of Hispanics in Higher Education, Inc.](#)
[Society of Indian Psychologists](#)
[American Psychological Association Division 45](#)
[Association of Psychology Postdoctoral and Internship Centers](#)
[Counseling Psychology Division 17](#)
[Indiana Psychological Association](#)
[Indiana State Psychology Board](#)
[Institute of International Education](#)
[Association for Death Education and Counseling](#)

Student Organizations and Information

- [Counseling Psychology Multicultural Committee](#)
- [Counseling and Development Student Group](#)
- [Graduate Organization of Educational Studies \(GOEDS\)](#)

Other Student Organizations at Purdue

- For a full list of the College of Education's Student Organizations, [click here](#).
- In addition Purdue has over 750 student run organizations. For more information, [click here](#).

Purdue Policies and Procedures

Student Regulations

Equal Opportunity

- Equal Opportunity, Equal Access and Affirmative Action Policy
- Antiharassment Policy
- Procedures for Resolving Complaints of Discrimination and Harassment
- Policy on Amorous Relationships
- Student Disability Grievance Procedures
- Speech and Expression on Campus

Student Conduct

- Bill of Student Rights
- Purdue University Code of Honor
- Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals
- Policy for Involuntary Withdrawal of Students
- Miscellaneous Conduct Regulations

Access to Student Records

Academic Integrity: A Guide for Students

Grief Absence Policy

Disability Resource Center

Purdue Institutional Review Board

All research completed by students within the program must be reviewed by the Purdue Human Research Protection Program: <https://www.irb.purdue.edu/>. Particular points to keep in mind:

- For IRB purposes, Purdue faculty must serve as Principal Investigators (PI) for all research projects implemented by undergraduate and graduate students.
- Following IRB approval or exemption status confirmation, any a) variation from the approved procedures, b) negative events that arise, and c) queries or complaints that emerge must be immediately shared by students and discussed with the PI.

Forms

Graduate School Forms

All graduate school forms are located on the graduate school website:
<http://www.purdue.edu/gradschool/faculty/forms.html>. These include the following:

[GS-3, Recommendation for Admission](#)

[GS-4 Doctoral Plan of Study](#)

[GS-5 Request for Official Transcript](#)

[GS-6, Master's Plan of Study](#)

[GS-7, Report of Master's Examining Committee](#) (For Regional Campuses Only)

[GS-8, Request for Appointment of Examining Committee](#) (For Regional Campuses Only)

[GS-9, Thesis Acceptance](#) (For Regional Campuses Only)

[GS-12, Application for Research in Absentia](#)

[GS-13, Request for Change to the Plan of Study](#)

[GS-15, Request for Confidentiality of Thesis](#) (For Regional Campuses Only)

[GS-17, Request for Transfer of Department](#)

[GS-17B, Change of Degree Objective](#)

[GS-18, Dual Graduate Program Request](#)

[GS-20, Audiology and Nursing Practice Report of Degree Completion](#)

[GS-24, Graduate Faculty Appointment Request](#)

[GS-25, Request for a Concentration](#)

[GS-25-INT, Request for a Concentration - Interdisciplinary](#)

[GS-27, Combined-Degree Program Request](#)

[GS-28, Request for Major](#)

[GS-29, Degree Completion Letter Request](#)

[GS-31, IUPUI/West Lafayette Reciprocal Fees](#)

[GS-32, Thesis/Dissertation Agreement, Publication Delay, and Copyright Disclaimer](#) (For Regional Campuses Only)

[GS-36, Graduate School Thesis Title Abbreviation Form](#)

[GS-38, Appeal Initiation \(Late Graduation Deadline Fee\)](#)

Ethics Verification Form

All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologist. This form is used to provide verification to the program that our students (a) have received a copy of the current *APA Ethical Standards and Code of Conduct for Psychologists*, (b) have familiarized themselves with it, and (c) have been advised and encouraged to consult with their program advisors, faculty and supervisors on issues of ethical and professional concern.

This form must be signed and returned to the program training director or the instructor of EDPS 61700 during the first 6 weeks of students' first fall enrollment in the program.

My signature below indicates that I have the current *APA Ethical Standards and Code of Conduct for Psychologists* and understand that I should ask questions of my program advisor, faculty or supervisors about any ethical issues or concerns that arise during my tenure in the program.

Student (please print) _____

Date _____

Signature _____

Student Handbook Verification

All students in the Counseling Psychology program are expected to familiarize themselves with the contents of their program handbook and to ask their advisors and/or other program faculty about any issues that are unclear to them. This form is used to provide verification to the program that our students have (a) received the appropriate student handbook, (b) have familiarized themselves with it and with the program and policies it covers, and (c) have been advised and encouraged to consult with their advisors and/or other program faculty for clarification on program policies and related issues. This form must be signed and returned to the program coordinator or director within the first 6 weeks of students' first fall enrollment in the program. My signature below indicates that I have received and read the student handbook for my Counseling Psychology doctoral program, have asked questions about any issues that are unclear to me, and know to that I may ask additional questions as they may arise. Also understand that any exception to the program's information and policies must be authorized by the Counseling Psychology core faculty, as defined by the program. Petitions for an exception must be submitted in writing through the Training Director.

Student (please print) _____

Date _____

Signature _____

Practice Guidelines Verification

All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current ethical standards as well as the practice guidelines and codes of conduct for psychologists. This form is used to provide verification to the program that our students, who are registered for practice and service learning courses (a) know where to locate, (b) have familiarized themselves with, and (c) are aware of whom to consult regarding the professional psychology practice guidelines.

- APA. (2012). Guidelines for assessment of and intervention with persons with disabilities. *American Psychologist*, 67, 43-52.
- APA. (2007). Guidelines for Psychological Practice with Girls and Women. *American Psychologist*, 62, 949-079.
- APA. (2007). Record Keeping Guidelines. *American Psychologist*, 62, 933-1004.
- APA. (1981). Specialty guidelines for the delivery of services by counseling psychologists. *American Psychologist*, 36, 652-663.
- APA. (1987). General guidelines for providers of psychological services. *American Psychologist*, 42, 712-723.
- APA. (1993). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. *American Psychologist*, 48, 45-48.
- APA. (2002). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402
- APA. (2013). Guidelines for psychological practice with older adults.
- APA. (2012). Guidelines for psychological practice with lesbian, gay, & bisexual clients. *American Psychologist*, 67, 10-42.
- APA. (2012). Guidelines for the Evaluation of Dementia and Age-Related Cognitive Change. *American Psychologist*, 67, 1-9.
- APA. (2012). Guidelines for the Practice of Parenting Coordination. *American Psychologist*, 67, 63-71.
- APA (approved). Guidelines for Prevention in Psychology.

Committee on Professional Practice and Standards. (2003). Legal issues in the professional practice of psychology. *Professional Psychology: Research and Practice*, 34, 595-600.

This form must be signed and returned to the EDPS 61700 course instructor, who will retain it in your official program file.

My signature below indicates that I am familiar with APA's current practice guidelines. I know to ask questions of my program advisor, faculty, or supervisors about any ethical or practice issues or concerns that arise during my tenure in the program.

Student (please print) _____

Date _____

Signature _____

Research Log

Student Name: _____

Semester & Year: _____

Project Title: _____

Principal Investigator: _____

Research Tasks Performed:

Research Skills Acquired/Developed:

Research Skills Still Being Learned:

Hours Spent on the Project: _____

Feedback from Faculty Mentor:

Approved ____ Not Approved _____

Faculty Signature: _____

Request for Written Preliminary Examination

NAME: _____

PUID # _____

1. Completed 200 hours of research

Date Approved: _____

2. Conference Presentations completed

Date: _____

Date: _____

3. Work Sample Completed

Date Submitted: _____

4. Research Project/Paper Completed

Date Submitted: _____

5. Plan of Study Approved by Graduate School

Date Submitted: _____

The doctoral student must have all of the above signed and dated (i.e., completed or submitted) prior to scheduling a date for the written examination.

Advisor's Signature: _____

Signature of Preliminary Exam Committee Chair: _____

PROPOSAL FOR DISSERTATION RESEARCH

Submitted to the Faculty of the College of Education,

Purdue University

BY:

| | |
|------|------|
| Name | PUID |
|------|------|

**In Partial Fulfillment of the Requirements for the
Doctor of Philosophy Degree**

APPROVED:

| | | | |
|---------------------------|--------------|-------------|--------|
| | Chair | | |
| (Professor's Name, Typed) | | (Signature) | (Date) |
| | | | |
| | | | |
| (Professor's Name, Typed) | | (Signature) | (Date) |
| | | | |
| | | | |
| (Professor's Name, Typed) | | (Signature) | (Date) |
| | | | |
| | | | |
| (Professor's Name, Typed) | | (Signature) | (Date) |

(U:gradoffice)

Counseling Psychology Annual Progress Review Form (Faculty)

STUDENT: _____ DATE: _____

Skill Rating Scale:

| | | | | | | | | | | | | |
|---------|---|------------------------|---|--------------|---|---|-------------------------------|---|----|----|-------------|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | N/A |
| Minimal | | Basic/ Foundational | | Intermediate | | | Advanced/ Internship Ready | | | | Exceptional | |

PART A: Counseling Psychology Annual Profession-Wide Competency Review Form

I. Research

Doctoral Students

_____ 1. Demonstrates the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

_____ 2. Conducts research or other scholarly activities.

_____ 3. Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Internship Students

_____ 1. Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

II. Ethical and Legal Standards

Doctoral and Internship Students

_____ 4. Is knowledgeable of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct.

_____ 5. Is knowledgeable of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.

_____ 6. Is knowledgeable of and acts in accordance with relevant professional standards and guidelines.

_____ 7. Recognizes ethical dilemmas as they arise, and apply ethical decision-making processes in

order to resolve the dilemmas.

_____ 8. Conducts self in an ethical manner in all professional activities.

III. Individual and Cultural Diversity

Doctoral and Internship Students

_____ 9. Demonstrates an understanding of how their own personal/cultural history, attitudes, biases, may affect how they understand and interact with people different from themselves

_____ 10. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

_____ 11. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Doctoral Students

_____ 12. Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Internship Students

_____ 2. Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

IV. Professional Values and Attitudes

Doctoral and Internship Students

_____ 13. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

_____ 14. Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.

_____ 15. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.

_____ 16. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

V. Communication and Interpersonal Skills

Doctoral and Internship Students

_____ 17. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

_____ 18. Produces and comprehends oral, nonverbal and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.

_____ 19. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

VI. Assessment

Doctoral and Internship Students

_____ 20. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

_____ 21. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

_____ 22. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences

VII. Intervention

Doctoral and Internship Students

_____ 23. Establishes and maintains effective relationships with the recipients of psychological services.

_____ 24. Develops evidence-based intervention plans specific to the service delivery goals.

_____ 25. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

_____ 26. Demonstrates the ability to apply the relevant research literature to clinical decision making.

_____ 27. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.

_____ 28. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.

VIII. Supervision

Doctoral Students

_____ 29. Demonstrates knowledge of supervision models and practices.

Internship Students

_____ 3. Applies this knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

IX. Consultation and Interprofessional/Interdisciplinary Skills

Doctoral and Internship Students

_____ 30. Demonstrates knowledge and respect for the roles and perspectives of other professions.

Doctoral Students

_____ 31. Demonstrates knowledge of consultation models and practices.

Internship Students

_____ 4. Applies this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. Direct or simulated practice examples of consultation and interprofessional/interdisciplinary skills include but are not limited to: role-played consultation with others and peer consultation, provision of consultation to other trainees.

PART B: Progress through Curriculum Requirements

_____ 1. Academic Progress and Knowledge (e.g., no Cs, appropriate course work).

_____ 2. Research (e.g., courses, research team).

_____ 3. Practice (e.g., courses, prelim work sample).

_____ 4. Prelim Requirements (research hours, work sample, research paper, conference presentation, written exam).

Rating Scale:

| | | | | |
|---------------------|----------|------------------------|----------|------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Very Minimal Skills | | Developing as Expected | | Entry Level Competence |

PART C: Progress on Program Goals

_____ Goal 1: Inquiry skills for use in advancing knowledge of psychology.

_____ Goal 2: Inquiry skills for use in psychological conceptualization, diagnosis, intervention, and other counseling professional services—to clients and consumers resulting from a sound theoretical and research knowledge base.

_____ Goal 3: Demonstrate ethical and professional behavior consistent with the standards of counseling psychology.

_____ Goal 4: Provides competent services that are responsive to individual and cultural differences in a multicultural environment

Rating Scale:

| | | | | |
|---------------------|----------|------------------------|----------|------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Very Minimal Skills | | Developing as Expected | | Entry Level Competence |

PART D: Progress in Socialization as a Counseling Psychologist

- _____ Collegiality: Contributes to the energetic, respectful, and collaborative student-faculty atmosphere.
- _____ Understands and implements the scientist-practitioner training model: Strives for an integration of theory, practice, and research in counseling and research activities.
- _____ Knowledge of counseling psychology and identification as a counseling psychologist.
- _____ Openness to learning and supervision.
- _____ Self-awareness, self-reflection, and self-evaluation.
- _____ Self-directed on-going learning and development (e.g., reading beyond class assignments).
- _____ Resolution of issues or problems that interfere with professional development or functioning in satisfactory manner (e.g., seeking personal therapy when appropriate).
- _____ Writing, including APA style, including grammar, sentence construction (e.g., varied sentence construction), punctuation, et cetera.
- _____ Timely completion of the program.

Rating Scale:

| | | | | |
|---------------------|----------|------------------------|----------|------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Very Minimal Skills | | Developing as Expected | | Entry Level Competence |

Overall Progress: ____ Developing as Expected ____ Deficiency to Correct ____ Remediation Plan

Faculty Name and Signature: _____ Date:

Student Performance Review Sheet

Date of Initial Meeting with Student: _____

Faculty Members Present (Must include Director of Training and Student's Advisor):

Summary of Problem (include specific behaviors, setting, and who first identified the problem):

Date of Faculty Review Meeting _____

Faculty Recommendation:

No action required

Remediation required (attach copy of plan)

Dismissal recommended (must be reviewed and approved by Department Chair and Dean)

RECOMMENDATION APPROVED:

Student's Advisor or Mentor _____ Date _____

Director of Training _____ Date _____

Date of Student Feedback Meeting _____

Student Comments:

Signature of Student:

(Does not indicate agreement)

Date: _____

Counseling Psychology Student Self-Evaluation Form

Name _____

Academic Year _____

Date Form was completed _____

Date Benchmark Database was completed _____

1. Please check off the doctoral program courses you have completed, including equivalent course credits.

- ___ EDPS 50000 - Group Counseling Theories and Techniques
- ___ EDPS 50500 – Foundations of Career Development and Assessment
- ___ EDPS 50700 - Counseling Multicultural and Diverse Populations
- ___ EDPS 53100 - Measurement and Evaluation
- ___ EDPS 53300 - Introduction to Edu Research I: Methodology
- ___ EDPS 60000 - Counseling Theories and Techniques
- ___ EDPS 60100 - Counseling Theories and Techniques Laboratory
- ___ EDPS 60400 - Advanced Counseling Theories and Techniques
- ___ EDPS 61400 - Advanced Counseling Practicum (2 semesters-on-site)
- ___ EDPS 61700 - Prof Issues, Ethics, & History of Counseling Psy
- ___ EDPS 61900 - Counseling Psychology Research Practicum
- ___ EDPS 62100 - Adv Multicultural Counseling Theory & Practice
- ___ EDPS 62200 - Systems Concepts in Counseling and Dev
- ___ EDPS 62300 - Personality Assessment
- ___ EDPS 62400 - Adv Counseling Practicum & Supervision Theory (2 semesters-off-site)
- ___ EDPS 62500 – Human Growth and Development
- ___ EDPS 63000 – Research Procedures in Education
- ___ EDPS 69600 - Internship in Counseling Psychology
- ___ EDPS 69900 - Research Ph.D. Thesis
- ___ - Advanced Methods/STAT
- ___ PSY 54000 - History of Psychology
- ___ PSY 60000/STAT 50100 - Statistical Inference
- ___ PSY 60100/STAT 50200 - Statistics II-Correlation & Exp Design
- ___ PSY 66800 – Clinical Assessment II (Intellectual Assessment)
- ___ PSY 67300 - Psychology of Behavior Disorders
- ___ PSY Biological Core
- ___ PSY Social Core
- ___ PSY Cognitive Core
- ___ PSY Affective Core

Please go back and circle those classes COMPLETED this academic year.

- _____ 2. Date and University of your Master's degree
 _____ 3. Date plan of study was (or will be) filed (month/yr)
 _____ 4. What is your current cumulative GPA?
 _____ 5. Date 200 research hours completed or planned
 _____ 6. Date conference presentation/publication completed or planned
 _____ 7. Date Work Sample completed
 _____ 8. Date research project/paper requirement completed or planned
 _____ 9. Date Written Prelims completed or planned
 _____ 10. Date of Oral Prelim
 _____ 11. Off-Site Practica completed or planned

Dates, Location, Client Population, #Clients seen

- _____ 12. Date Dissertation Proposal accepted (or plan to propose)
 _____ 13. Date Dissertation defended (or plan to defend)
 _____ 14. Date applied or plan to apply for internship
 _____ 15. Date internship completed or plan to complete

Location: _____ APA Accredited? _____

- _____ 16. List professional organization memberships:
 _____ 17. List conferences/workshops/seminars attended this semester:
 _____ 18. Give the reference for any publications or presentations form this year

Counseling Psychology Annual Profession-Wide Competency Self-Review

Please rate your skills on the following broad profession-wide competencies (e.g., Research) with a brief narrative description or list of activities and the ways in which you have gained competencies:

| | | | | | | | | | | | | |
|----------------|----------|--------------------------------|----------|----------|---------------------|----------|----------|---------------------------------------|-----------|-----------|--------------------|------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | N/A |
| Minimal | | Basic/ Foundational | | | Intermediate | | | Advanced/ Internship Ready | | | Exceptional | |

I. Research

Doctoral Students

1. Demonstrates the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
2. Conducts research or other scholarly activities.

- Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Internship Students

- Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

Written Comments and Evidence:

| | | | | | | | | | | | | |
|----------------|----------|--------------------------------|----------|----------|---------------------|----------|----------|---------------------------------------|-----------|-----------|--------------------|------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | N/A |
| Minimal | | Basic/ Foundational | | | Intermediate | | | Advanced/ Internship Ready | | | Exceptional | |

II. Ethical and Legal Standards

Doctoral and Internship Students

- Is knowledgeable of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct.
- Is knowledgeable of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.
- Is knowledgeable of and acts in accordance with relevant professional standards and guidelines.
- Recognizes ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conducts self in an ethical manner in all professional activities.

Written Comments and Evidence:

| | | | | | | | | | | | | |
|----------------|----------|--------------------------------|----------|----------|---------------------|----------|----------|---------------------------------------|-----------|-----------|--------------------|------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | N/A |
| Minimal | | Basic/ Foundational | | | Intermediate | | | Advanced/ Internship Ready | | | Exceptional | |

III. Individual and Cultural Diversity

Doctoral and Internship Students

- Demonstrates an understanding of how their own personal/cultural history, attitudes, biases may affect how they understand and interact with people different from themselves
- Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously

encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Doctoral Students

12. Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Internship Students

2. Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Written Comments and Evidence:

| | | | | | | | | | | | | |
|---------|---|------------------------|---|---|--------------|---|---|-------------------------------|----|----|-------------|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | N/A |
| Minimal | | Basic/ Foundational | | | Intermediate | | | Advanced/ Internship Ready | | | Exceptional | |

IV. Professional Values and Attitudes

Doctoral and Internship Students

13. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
14. Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.
15. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.
16. Responds professional in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Written Comments and Evidence:

| | | | | | | | | | | | | |
|---------|---|------------------------|---|---|--------------|---|---|-------------------------------|----|----|-------------|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | N/A |
| Minimal | | Basic/ Foundational | | | Intermediate | | | Advanced/ Internship Ready | | | Exceptional | |

V. Communication and Interpersonal Skills

Doctoral and Internship Students

17. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
18. Produces and comprehends oral, nonverbal and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.
19. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

Written Comments and Evidence:

| | | | | | | | | | | | | |
|----------------|----------|--------------------------------|----------|----------|---------------------|----------|----------|---------------------------------------|-----------|-----------|--------------------|------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | N/A |
| Minimal | | Basic/ Foundational | | | Intermediate | | | Advanced/ Internship Ready | | | Exceptional | |

VI. Assessment

Doctoral and Internship Students

20. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
21. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
22. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Written Comments and Evidence:

| | | | | | | | | | | | | |
|----------------|----------|--------------------------------|----------|----------|---------------------|----------|----------|---------------------------------------|-----------|-----------|--------------------|------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | N/A |
| Minimal | | Basic/ Foundational | | | Intermediate | | | Advanced/ Internship Ready | | | Exceptional | |

VII. Intervention

Doctoral and Internship Students

23. Establishes and maintains effective relationships with the recipients of psychological services.
24. Develops evidence-based intervention plans specific to the service delivery goals.
25. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
26. Demonstrates the ability to apply the relevant research literature to clinical decision making.

27. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.
28. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.

Written Comments and Evidence:

| | | | | | | | | | | | | |
|---------|---|------------------------|---|---|--------------|---|---|-------------------------------|----|----|-------------|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | N/A |
| Minimal | | Basic/ Foundational | | | Intermediate | | | Advanced/ Internship Ready | | | Exceptional | |

VIII. Supervision

Doctoral Students

29. Demonstrates knowledge of supervision models and practices.

Internship Students

3. Applies this knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

Written Comments and Evidence:

| | | | | | | | | | | | | |
|---------|---|------------------------|---|---|--------------|---|---|-------------------------------|----|----|-------------|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | N/A |
| Minimal | | Basic/ Foundational | | | Intermediate | | | Advanced/ Internship Ready | | | Exceptional | |

IX. Consultation and Interprofessional/Interdisciplinary Skills

Doctoral and Internship Students

30. Demonstrates knowledge and respect for the roles and perspectives of other professions.

Doctoral Students

31. Demonstrates knowledge of consultation models and practices.

Internship Students

4. Applies this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. Direct or simulated practice examples of consultation and interprofessional/interdisciplinary skills include but are not limited to: role-played consultation with others and peer consultation, provision of consultation to other trainees.

Written Comments and Evidence:

Use this scale to rate your development on program objectives. Remember, year in the program will influence acquisition of skills and knowledge (see [Counseling Psychology Home Page](#)).

- | 1 | 2 | 3 | 4 | 5 |
|--------------|---|---------------------------|---|---------------------------|
| Very Minimal | | Developing as Expected | | Entry Level Competence |
- ___ 1. Knowledge of research designs and quantitative and qualitative inquiry.
 - ___ 2. Ability to think critically about theories, research findings, and counseling practice, including analysis, evaluation, synthesis, integration, and application.
 - ___ 3. Can formulate hypotheses and conduct original scientific inquiry.
 - ___ 4. Have foundational knowledge of psychological theories of counseling practice.
 - ___ 5. Have established a coherent theoretical orientation to counseling psychology practice based on an integration of theory and contemporary research.
 - ___ 6. Demonstrate proficiency in service delivery including individual and group counseling, consultation, psychological assessment, and programmatic interventions.
 - ___ 7. Am knowledgeable about and understand ethical, legal, and professional standards and ethical decision-making models in counseling psychology.
 - ___ 8. Identify and think critically about ethical and professional dilemmas.
 - ___ 9. Demonstrate ethical and professional behavior across all professional settings.
 - ___ 10. Have attained foundational knowledge of multicultural theories and the psychosocial characteristics of various multicultural populations.
 - ___ 11. Have developed the ability to evaluate prevailing psychological theory and practice from a multicultural perspective. This ability includes personal awareness of the impact of cultural and dimensions, on the development, validation, and application of counseling psychology theory, technique, and assessment.
 - ___ 12. Demonstrate competence in general and specific skills that facilitates cross-cultural relations in both counseling and professional settings.
 - ___ 13. Being collegial and contributing to the energetic, respectful, and collaborative student-faculty atmosphere.
 - ___ 14. Understand and implement the scientist-practitioner training model.
 - ___ 15. Knowledge of counseling psychology & identification as a counseling psychologist.
 - ___ 16. Openness to learning and supervision.
 - ___ 17. Self-awareness, self-reflection, and self-evaluation.
 - ___ 18. Self-directed on going learning and development (e.g., reading beyond class assignments)
 - ___ 19. Resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., seeking personal therapy when appropriate).
 - ___ 20. Writing, including APA style, including grammar, sentence construction (e.g., varied sentence construction), punctuation, et cetera.
 - ___ 21. Timely completion of the program.

Questions/Comments for the Core Counseling Psychology Faculty (Use as much space as needed).

Preliminary Exam Scoring Form

Student Code: _____

Prelim Topic: _____

Date: _____

Preliminary Examination Scoring Criteria Counseling Psychology Doctoral Program

1=Not at all; 3=Adequately/satisfactorily; 5=To a great extent

| Extent to which written response... | | | | | | |
|---|---|---|---|---|---|----------|
| 1. accurately answers the question(s) | 1 | 2 | 3 | 4 | 5 | N/A X |
| 2. accurately represents/presents material | 1 | 2 | 3 | 4 | 5 | X |
| 3. shows independent thought | 1 | 2 | 3 | 4 | 5 | X |
| 4. demonstrates critical thinking with evidence to support claims/ideas | 1 | 2 | 3 | 4 | 5 | X |
| 5. synthesizes and integrates material | 1 | 2 | 3 | 4 | 5 | X |
| 6. reflects core professional values | 1 | 2 | 3 | 4 | 5 | X |
| 7. integrates science and practice | 1 | 2 | 3 | 4 | 5 | X |
| 8. demonstrates knowledge of – and respect for – the scientific bases of behavior | 1 | 2 | 3 | 4 | 5 | X |
| 9. includes understanding of evidence-based practice in psychology | 1 | 2 | 3 | 4 | 5 | X |
| 10. demonstrates an appreciation for culture and diverse perspectives, and knowledge of the various APA practice guidelines | 1 | 2 | 3 | 4 | 5 | X |
| 11. identifies and effectively responds to ethical and legal issues | 1 | 2 | 3 | 4 | 5 | X |
| 12. reflects a conceptualization that integrates diversity | 1 | 2 | 3 | 4 | 5 | X |
| 13. demonstrates effective organization | 1 | 2 | 3 | 4 | 5 | X |
| 14. demonstrates APA style in written language and expression, and references/citations | 1 | 2 | 3 | 4 | 5 | X |

COMMENTS (e.g., strengths, weaknesses):

If needed, question at oral should relate to: _____

Student:

Research Prelim Evaluation Form

| Overall Merit | | | | | | |
|---|------|----------|----------|------|-----------|-----|
| | Poor | Marginal | Adequate | Good | Excellent | N/A |
| Significance/Importance of Topic | | | | | | |
| Rationale and Clarity of Definition | | | | | | |
| Currency, Completeness and Relevance of Literature Review | | | | | | |
| Integration of Theory | | | | | | |
| Contributes to Research | | | | | | |
| Contributes to Practice | | | | | | |
| Contributes to Training | | | | | | |
| Overall Scientific Merit | | | | | | |
| Relevance to Counseling Psychology | | | | | | |
| Validity and Relevance of Conclusions | | | | | | |
| Research Design | | | | | | |
| Hypothesis | | | | | | |
| Population | | | | | | |
| Design | | | | | | |
| Instrumentation | | | | | | |
| Appropriateness of analyses | | | | | | |
| Appropriateness of Interpretation of Results | | | | | | |
| Appropriateness of Interpretation of Results | | | | | | |
| Writing Style and Structure | | | | | | |
| Clarity | | | | | | |
| Grammar and Spelling | | | | | | |
| Organizational Structure | | | | | | |
| Quality of Ideas and their Development | | | | | | |
| Conciseness and Brevity | | | | | | |
| Length | | | | | | |
| APA Format and Style | | | | | | |
| Quality of Tables and/or Figures | | | | | | |

Recommendation:

_____ Pass

_____ Revise/Rewrite

Comments:

Work Sample Evaluation Form

Student code: _____

Date: _____

Work Sample Examination Scoring Criteria Counseling Psychology Doctoral Program

1 = Not at all; 3 = Adequately/Satisfactorily; 5 = To a great extent

| Extent to which written response... | | | | | | NA |
|---|---|---|---|---|---|----|
| 1. Cohesively presents a complete clinical case. | 1 | 2 | 3 | 4 | 5 | X |
| 2. Conveys independent thought through case conceptualization. | 1 | 2 | 3 | 4 | 5 | X |
| 3. Documents important ethical considerations in the case. | 1 | 2 | 3 | 4 | 5 | X |
| 4. Includes a coherent theoretical orientation applied to the case. | 1 | 2 | 3 | 4 | 5 | X |
| 5. Justifies the use of this theoretical orientation in comparison to other theories. | 1 | 2 | 3 | 4 | 5 | X |
| 6. Expresses how the clinicians' theoretical orientation connects to the identity of counseling psychology. | 1 | 2 | 3 | 4 | 5 | X |
| 7. Integrates evidence-based practice literature pertinent to the theory and intervention used. | 1 | 2 | 3 | 4 | 5 | X |
| 8. Documents a clear treatment plan for the course of treatment. | 1 | 2 | 3 | 4 | 5 | X |
| 9. Explains any necessary deviations to the treatment plan. | 1 | 2 | 3 | 4 | 5 | X |
| 10. Synthesizes client factors (e.g., readiness for change, attendance, and other characteristics) into conceptualization and treatment plan. | 1 | 2 | 3 | 4 | 5 | X |
| 11. Incorporates client diversity and cultural factors into conceptualization and treatment. | 1 | 2 | 3 | 4 | 5 | X |
| 12. Addresses the methods by which the clinician assessed the client's mental health and the client's progress. | 1 | 2 | 3 | 4 | 5 | X |
| 13. Discusses the effectiveness of clinician's therapeutic approach with a given client. | 1 | 2 | 3 | 4 | 5 | X |
| 14. Identifies important therapist-client interactions, including the alliance and possible ruptures. | 1 | 2 | 3 | 4 | 5 | X |
| 15. Includes clinician's sense of self-awareness during treatment with this client. | 1 | 2 | 3 | 4 | 5 | X |
| 16. Attends to client's state at termination and the experience of termination. | 1 | 2 | 3 | 4 | 5 | X |
| 17. Adheres to APA style. | 1 | 2 | 3 | 4 | 5 | X |

COMMENTS (e.g., strengths, weaknesses):

If needed, questions at oral should relate to: