

UNIVERSITY OF Nebraska Lincoln

Graduate Study in Counseling Psychology 2014-2015

Doctoral Degree (Ph.D.)

Accredited by the American Psychological Association*

Masters Degree (MA)

*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
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

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GENERAL INFORMATION

Introduction

Welcome to the University of Nebraska – Lincoln Counseling Psychology program! The University of Nebraska-Lincoln (UNL) is located in the city of Lincoln and has two campuses. The City Campus is the main campus and is home to the Colleges of Architecture, Arts and Sciences, Business Administration, Engineering and Technology, Fine and Performing Arts, Journalism and Mass Communication, Education and Human Sciences, and the University-wide Graduate College. The East Campus of UNL accommodates the Institute of Agriculture and Natural Resources, the Law College, and the College of Dentistry. Other campuses in the University of Nebraska system include the University of Nebraska at Omaha (UNO), the University of Nebraska Medical Center (UNMC) in Omaha, and the University of Nebraska at Kearney (UNK).

The Counseling Psychology program within the Department of Educational Psychology of the College of Education and Human Sciences (CEHS) is housed in Teachers College Hall on the City Campus and offers master degrees (M.A.) in community and school counseling as well as a doctor of philosophy (Ph.D.) degree. Admissions to all programs are handled through the Admissions Coordinator, located within the department in 114 Teachers College Hall. The Admissions Coordinator can be reached by phone at (402) 472-1050 or by email at ajones3@unl.edu. The program address is:

University of Nebraska-Lincoln
Department of Educational Psychology
114 Teachers College Hall
University of Nebraska-Lincoln
Lincoln, NE 68588-0345

The masters program in counseling is oriented toward the practice of counseling in community and school settings. The community counseling specialization provides a combination of clinical and research training, preparing students for work in a variety of counseling settings as well as for continuation on to doctoral studies. The school counseling specialization prepares counselors to work with young people in the context of elementary, middle, or high school settings.

The doctoral program in counseling psychology is based in the scientist-practitioner training model. The goal is to train psychologists with special expertise in counseling theory, research, and practice. This program provides a balanced emphasis in the scientific study of counseling research and on the practice of counseling in diverse settings. Graduates of the doctoral program enter both academic settings and professional practice. The doctoral program has been fully accredited by the American Psychological Association since 1959—as such, it is among the 5 oldest accredited programs in the country. The program most recently received full re-accreditation in 2006. The next accreditation review is scheduled for 2013. For information about the accreditation of our program, individuals can contact the Commission on Accreditation of the American Psychological Association by phone at 202-336-5979, online at www.apa.org/ed/accreditation or send email to apaaccred@apa.org.

Graduate Studies

The Office of Graduate Studies is the central administration office that directly oversees all graduate programs in the university. Two primary roles played by Graduate Studies include student advising services and the establishment of standards and procedures related to fulfilling thesis and dissertation requirements. Thesis and dissertation guidelines are outlined in the *University of Nebraska-Lincoln Graduate Studies Bulletin*, and more specifically detailed in the *Guidebook for Preparing Thesis or Dissertation* (August, 2004), available from the Graduate Studies Office. Included in the Guidebook are deadline dates for both masters and doctoral degrees, specific information regarding thesis and dissertation format, and oral examination procedures. Becoming

familiar with Graduate Studies and its services provides a framework within which students can systematically progress toward their degree requirements at UNL.

Registration Procedures

The *Schedule of Classes* is published every semester by the Registration and Records Office. Read this publication thoroughly to obtain accurate information on semester scheduling, registration information, course offerings, and prerequisites. To obtain a copy of the *Schedule of Classes* from the Registration and Records Office, call (402) 472-3635. For information on ordering a transcript call the Transcript Information Line: (402) 472-3544. Office hours during fall and spring semesters are: Monday through Friday 8:00 a.m. to 5:00 p.m. (CST). The UNL *Graduate Bulletin* is a helpful reference for planning your schedule. It contains detailed information about the University as well as course descriptions.

eNRoll is the University of Nebraska-Lincoln's web based registration system for student use. This system allows you to register for classes, drop and add courses, see a listing of your current classes, and change grading options all from a standard web browser. The eNRoll system is accessed through the WAM (What About Me) home page located at <http://wam.unl.edu>. Students can access eNRoll during the following times: Monday-Saturday 7:00 a.m.-12:00 midnight and Sunday 2:00 p.m.-12:00 midnight (CST). Before registering online, you should review the *Schedule of Classes* online at <http://unlsched.unl.edu/nusched/index.jsp> and complete the registration worksheet so that you will have all the necessary information at your fingertips. Thorough instructions on the use of the eNRoll system are printed in the *Schedule of Classes*.

Quick Reference Guide to the Major University Facilities/Offices

For a quick reference guide, the following is a list of the addresses and phone numbers of selected major University offices (also see the campus maps in Appendix D). Many of these will be discussed in more detail in subsequent sections of the *Graduate Student Handbook*. In the U.S. and Canada, all offices below can be reached by calling UNL's toll-free number [(800) 742-8800] and asking for the specific department. Most UNL offices are open between 8:00 a.m. and 5:00 p.m. (CST), Monday through Friday. All written correspondence should be addressed to the appropriate person and department, University of Nebraska-Lincoln, Lincoln, NE 68588.

Educational Psychology Department: Department of Educational Psychology, 114 Teachers College Hall, University of Nebraska-Lincoln, Lincoln, NE, 68588-3-0345; (402) 472-2223

Graduate Studies: 1100 Seaton Hall, P.O. Box 880619
Admissions: (402) 472-2878
General Information: (402) 472-2875

Registration & Records: 107 Canfield Administration Building, P.O. Box 880416; (402) 472-3635

Summer Sessions: 208 Canfield Administration Building; (402) 472-3567

Scholarships & Financial Aid: 17 Canfield Administration Building, P.O. Box 880411; (402) 472-2030

Housing Information—Both on and off campus: UH, P.O. Box 880622, UNL, Lincoln, NE 68588-0622; (402) 472-3561

International Affairs: 420 University Terrace, P.O. Box 880682; (402) 472-5358

Multi-Cultural Affairs: 220 Canfield Administration Building, P.O. Box 880498; (402) 472-2027

Equity, Access, & Diversity Programs: 128 Canfield Administration Building, P.O. Box 880437; (402) 472-3417

The Women's Center: 340 Nebraska Union; (402) 472-2597

GLBT Student Association Resource Center: 234 Nebraska Union, (402) 472-5644

Services for Student with Disabilities: 132 Canfield Administration Building, P.O. Box 880401; (402) 472-3787 or (402) 472-3785

University Child Care: 1432 N Street, Lincoln, NE 68508; (402) 472-2101 or (402) 472-4731

University Health Center: 15th & U Streets, P.O. Box 880618

Health Center: (402) 472-5000

Counseling and Psychological Services Center: (402) 472-7450

Insurance Representative: (402) 472-7435

Student Legal Services: 335 Nebraska Union; (402) 472-3350

Residency Procedures

Any nonresident student who wishes to establish residency for the purpose of paying in-state tuition must meet the requirements included in the residency policy voted on and approved by the University of Nebraska Board of Regents on April 30th, 1994. Establishing residency requires 12 months residency in the state and demonstrating that you did not move to Nebraska for the sole purpose of attending an institution of higher education. Keep in mind that graduate assistantships come with tuition remission for up to 12 credit hours per semester, regardless of residency status. Additionally, some assistantships also provide up to 12 hours of tuition remission during the summer sessions.

Residency application forms and additional information is available in the Office of Admissions, 106 Canfield Administration Building. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday and 10:00 a.m. to 12:00 noon on Saturday; weekday summer hours are 7:30 a.m. to 4:30 p.m.

Membership in Professional Organizations

Becoming a member of a professional association related to Counseling Psychology is valuable for several reasons. Membership entitles you to attend local and national conferences which serve as forums for exchanging the most current information in our fields, as well as providing an opportunity for networking with colleagues. Membership also can include subscription to newsletters and journals published by the association. These publications can help you stay on top of current issues in counseling, and provide information about continuing education opportunities (e.g., workshops, seminars, conferences) and supplemental educational resources (e.g., texts, videos, tapes). Both conferences and journals act as channels through which to enhance your professional development.

It is important to note that scholarly publications and presentations are often a major criterion in the selection of masters and doctoral students for admission and obtaining a postgraduate academic position. You are encouraged to take advantage of all opportunities of publishing and/or presenting scholarly work. Being a member of a professional organization increases exposure to the content and style of current publications and thus facilitates your own publication efforts.

All doctoral students are expected to become affiliate members of the American Psychological Association (APA) and Division 17 (Society of Counseling Psychology). Membership in APA includes a subscription to the *APA Monitor* (monthly newspaper) and a subscription to the *American Psychologist* journal. Membership in the Student Affiliate Group of Division 17 includes a subscription to the *Student Affiliate Group Newsletter* and the *Division 17 Newsletter*. As a member of either of these organizations, one can subscribe to *The Journal of Counseling Psychology* and other journals available through APA. Application forms for both professional organizations can be obtained from the Admissions Coordinator and are also posted on bulletin boards around the department.

Masters and doctoral students are also encouraged to join the American Counseling Association (ACA), especially if interested in becoming a licensed and certified counselor at the master's level. Members receive the *Journal of Counseling and Development* as well as the monthly *Counseling Today* newspaper. Membership in ACA and one or more of its special interest divisions is extremely helpful in keeping up with the rapid legislative changes in counseling licensure and certification at the national and state levels.

In addition to APA and ACA, you are encouraged to join other national and state associations relevant to your professional interests, such as the American Association of Applied and Preventive Psychology, the American Psychological Society, the Nebraska Psychological Association, and the Nebraska Counseling Association.

COUNSELING PSYCHOLOGY PROGRAM

Master of Arts Program

The master's of arts program has two tracks or areas of specialization: community counseling and school counseling. See Appendix C for the Master of Arts Program Description and Appendix D for the suggested sequence of courses. Appendix E displays requirements for the School Counseling Track. Students are admitted to one track or the other when they are accepted into the program. The community counseling track takes an average of 2 ½ years to complete, depending on the number of courses students elect to take per semester. The school counseling track is designed to be completed in 2 years with most classes taken during summer sessions because most school counseling students are full time teachers and attend the program only part-time. School counseling students are admitted as a cohort.

Assignment of Program Advisor

Individual student program advisors are assigned after acceptance into the program on the basis of shared interests and advisor load. However, during your course of study you may alter your initial research focus and/or decide that another faculty person would be more appropriate for guiding your program. If you wish to change advisors for these or other reasons, identify another advisor who agrees to work with you, notify your original advisor, and record the change of advisor with the Admissions Coordinator. One of the duties of the counseling Psychology Program Director is to facilitate the process of changing advisee/advisor assignments as needed. It is a graduate student prerogative to change advisors.

Required Paperwork

First, complete the *Memorandum of Courses Required for Candidacy for the Masters Degree* before you receive grades in more than one-half of the degree program. The *Memorandum* must be signed by your advisor before turning it in to the department's Admissions Coordinator. The second form is the registration form for comprehensive examinations. Third, the *Application for Degree* form must be submitted to the Office of Records at the outset of the semester in which you plan to graduate.

The fourth required form is the *Final Examination Report for Masters Degree*. It must be completed (including all signatures) and submitted to the Office of Graduate Studies at least four weeks before the end of the semester in which you plan to graduate. All of these forms are available in the Admissions Coordinator's office. Deadline dates are posted there as well. Samples of each of the five required forms can be found in Appendix A. See Appendix B for Masters Degree Deadline Dates.

Masters students in counseling are considered Educational Psychology majors and all paperwork should be prepared accordingly. You should retain all course syllabi, course registration forms, a copy of the *Graduate Studies Bulletin* for the year you were admitted, final practicum and field placement logs, and a record of graduate assistantships, volunteer work, and any other pertinent information or record of your educational experiences at UNL. This information and documentation is **necessary** in the event that specific content of your course of study and overall training in the program must be validated at some future date for licensure purposes, employment applications, admission into a doctoral program, waiving of classes, and so forth. **These materials are absolutely critical and should be retained indefinitely.**

Comprehensive Examinations

All masters students are required to take written comprehensive examinations toward the end of their program. The "comps" are administered three times a year and cover counseling as well as two of the three foundation areas: Development, Cognition and Learning, and Measurement and Statistics. Comps preparation should be kept in mind as you plan your program of study. You should initiate a discussion of scheduling and preparation for your comprehensive examinations with your advisor. Class notes and texts are materials that can be used to prepare for comps.

Practicum Experience and Field Placement

The practicum class involves three blocks of time each week. Individual supervision takes place for one hour each week and occurs in the context of a doctoral level supervision class. Group supervision and client contact normally occur on Wednesday evenings. Advanced practica are offered in marriage and family therapy, child therapy, career counseling, and group counseling.

The Field Placement in Counseling course is taken subsequent to the first practicum class. You are responsible for arranging an off-site counseling experience that meets field placement requirements. There are a wide variety of options for placement, including community mental health agencies and inpatient and outpatient treatment facilities. The field placement requirement includes 300 hours of field work, or 20 hours weekly for two full semesters. School counseling students must complete their placements in the setting in which they plan to be endorsed (i.e., elementary or secondary). Contact the field placement instructor/supervisor the semester before you plan to take the class for approval of your site and supervisor.

Thesis/Non-Thesis Options

The community counseling masters degree is offered with thesis, non-thesis research, and non-thesis options. Students planning to pursue a doctoral degree are encouraged to participate in one or more research projects during their masters program (non-thesis research option) or to complete a research thesis (thesis option). Requirements pertaining to completion of the thesis are detailed in the *Graduate Studies Bulletin* and the *Guidebook for Preparing Thesis or Dissertation* available from the Admissions Coordinator. Students electing the thesis option must be prepared to make a significant time commitment. Once your Memorandum of Courses has been filed, switching from thesis to non-thesis option requires justification and may be denied. Masters students enrolled in the school counseling track have no thesis requirement.

Doctoral Program

Doctoral students are expected to attend the program full time. Students are very strongly encouraged to complete their course requirements during the first three years in the program, complete their dissertation and apply for internships during the fourth year, and spend their fifth year on internship. At a minimum, doctoral students must be full-time in residence on campus for three years with a fourth at a pre-doctoral internship site. Students accepted without their Master degree must complete all coursework required to obtain this degree in addition to their doctoral classes.

Assignment of Program Advisor

Students are assigned to program advisors on the basis of shared research interests and enroll in their advisor's Doctoral Seminar in Counseling (EDP 995) for their first semester. Doctoral students are encouraged to visit the doctoral seminars of all counseling program faculty during their first semester of study in order to identify whether their research and professional interests might be more appropriately guided by another faculty member. To change advisors, discuss the matter with your current advisor, obtain permission from your prospective new advisor, and record the change with the Admissions Coordinator. It is the responsibility of the Counseling Psychology Program Director to facilitate changes in advisee/advisor relationships as needed. Advisor changes should be made prior to the formation of your doctoral committee; however, changes subsequent to that time are not prohibited.

Doctoral Supervisory Committee

The doctoral supervisory committee is the body that directly supervises your progress through program milestones and has the ultimate authority over your program of study, comprehensive examinations, internship, and dissertation. Doctoral supervisory committees generally follow program requirements for course work, although not required to do so. Obviously, your doctoral supervisory committee is an extremely important component of your doctoral experience.

The formation of your doctoral supervisory committee normally takes place during your second academic year. Your advisor is the committee chairperson (or the co-chairperson in the even that your advisor is not a Graduate

Faculty Fellow). Two other faculty members from within the Department of Educational Psychology and one member from outside of the department complete your doctoral committee.

The selection of your committee should be accomplished with several considerations in mind:

1. Select individuals about whom you have some information; consult with your advisor and others about potential committee members.
2. Select individuals who can contribute to your growth and development by virtue of their areas of expertise.
3. Select a committee of individuals who can work together, who respect each other, and who will provide a balanced team to guide you in your program. Compatibility of research interests and statistical expertise are important elements for a committee; a certain amount of diversity will provide breadth to the perspectives of the committee.
4. Provide prospective committee members with information about your background, career goals and general areas of interest. Find out about their expectations of you as a student and of their role as a committee member.

After you have formed your committee, be respectful of committee members' time by providing advance notice of meetings or dissertation-related deadlines. In addition, always provide drafts of your Program of Studies and dissertation proposal well in advance of each respective meeting.

You will meet with your entire committee three times. The first meeting is to discuss and approve your program of study for your doctoral degree. A general guideline is that this meeting will occur near the end of your second year of study. The second meeting is to discuss and approve your dissertation proposal. You may submit your dissertation proposal only after successfully passing your comprehensive examinations. The third time you meet with your committee is for your final oral examination, that is, when you defend your dissertation. All other business with your committee, for example, preparation of comprehensive questions, is usually conducted on an individual basis.

Program of Study

You are required to file an official program of study that outlines your planned course work for your doctoral degree in Counseling Psychology. Your program of study must initially be formulated with your advisor, and then formally presented to your entire supervisory committee for review and approval. Your program of study document should be completed during your second year of study at UNL. The doctoral program course requirements and current faculty document is exhibited in Appendix A

Your program of study is actually composed of two documents that you will complete in consultation with your advisor: the *Program of Doctoral Studies In Counseling Psychology* and the *Report of the Supervisory Committee on Program of Studies for the Doctoral Degree*. The *Program of Doctoral Studies* is a nine page document that includes a residency requirement (referring to the completion of classes at UNL, no domicile residency), your statement of goals and objectives, your doctoral program of studies prerequisites (if any are required), special interest classes, additional requirements, your past and planned relevant experiences other than course work (including service, multicultural, and teaching experience, and relevant master degree courses), and your five year plan (a tentative schedule of your coursework). The *Report of the Supervisory Committee on Program of Studies for the Doctoral Degree* is a two page document that lists the classes that you are transferring from other institutions, the classes that you have already taken at UNL, and a list of classes in progress and those which need to be taken to complete your required course work and dissertation research.

Your *Report of the Supervisory Committee on Program of Studies for the Doctoral Degree* is signed by your supervisory committee chair. The *Report* must subsequently be approved by the chair of the Educational Psychology Graduate Committee and the Dean of Graduate Studies. See Appendix A for a checklist of required courses, sample forms, and instructions for their completion.

It is extremely important to investigate the current licensure requirements in the state(s) in which you intend to practice. Some states have licensure requirements that include one or two courses beyond those required by our program, and state requirements change over time. Keep in mind that it is your responsibility to develop an educational program that will best suit your overall career goals.

Comprehensive Examination

Doctoral students are expected to complete a portfolio comprehensive examination. The guidelines for the portfolio exam are included as Appendix H. The doctoral comprehensive examination should be completed after the semester in which the majority of their required course work is completed and before the end of the third year in residence.

In addition to completing a majority of the required course work, you can prepare for comps by consulting with your advisor and committee. Six content areas should be covered in the portfolio: (1) theoretical approaches to individual, group, and family counseling, (2) testing, assessment, & measurement, (3) multicultural counseling, (4) vocational psychology, (5) ethics and (6) an area of specialization chosen by the student in consultation with the advisor. Evaluation of your portfolio comprehensive examination is accomplished by your doctoral supervisory committee. The student meets with the entire committee to review the portfolio. At that time, committee members have the opportunity to ask for clarification of any or all areas of the portfolio. At the conclusion of the meeting, the committee evaluates and makes a decision about whether or not the student has met the designated standard in each content area. After the comps are passed, your chairperson submits a letter to the Admissions Coordinator for placement in your permanent file. Passing the comprehensive examination moves the student to degree candidacy. The student then is eligible to propose his or her dissertation.

Subsequent to passing the comprehensive examination and satisfying the language/research tool and residency requirements, you are required to file with the Office of Graduate Studies your *Application for Candidacy*.

From that point, **graduation must occur within three years, or the comps may have to be retaken.**

Additionally, you must remain continuously enrolled in at least a one credit hour class per semester until graduation.

Practicum Experience

Beginning in the first year of your doctoral program, you are required to enroll in Advanced Practicum in Counseling—a four semester sequence of clinical practice. The first two semesters involve supervised counseling in the department clinic and participation in a community-based counseling experience (e.g. Lincoln Northeast High School Academic Center; Career Development presentations). Community based experiences are at arranged times throughout the week. Doctoral practicum is normally scheduled on Monday evenings. In addition to the live supervised counseling experience, the accompanying practicum seminar focuses on psychopathology and developing familiarity with the *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition (DSM-IV).

The second two semesters involve a supervised counseling placement in a community, university, or school setting, with supervision provided by an on-site licensed psychologist. You must receive a minimum of one hour per week of individual supervision. While you have considerable latitude in selecting your practicum site, approval by your advisor is required. It is your responsibility to secure a position for your off-site practicum. An important consideration in choosing an off-site placement is that it should be consistent with your internship and post-graduate goals. The off-site practicum experience requires a commitment of approximately 20 hours per week (10 hours of direct client contact), for two academic semesters and a minimum of 500 total hours.

During both semesters of the third year, doctoral students are required to take Practicum in Counselor Supervision. This course covers supervision theory and research, as well as the provision of supervision to masters level practicum students.

Doctoral Internship

The Doctoral Internship is a paid, 2,000 hour supervised counseling experience at an American Psychological Association (APA) approved internship site. Students must pass comprehensive exams and propose their

dissertation research prior to applying for internship. Successful completion of your internship is based upon your site supervisor's evaluation and documentation of completion.

The Association of Psychology Postdoctoral and Internship Centers (APPIC) provides the *APPIC Directory: Internship and Postdoctoral Programs in Professional Psychology* as a service to students, their advisors, and professional psychology training directors. The directory describes all of the APA approved doctoral and postdoctoral internship programs in the United States, Canada, and Puerto Rico. It is intended as a guide in helping to identify programs likely to meet specific training needs of the individual student. All entries in the directory are updated annually. The directory is available through the APPIC website located at <http://www.appic.org/>. You may order the directory by mail (use order form on website), or you can access the online version of the directory through their website. Both of these options have fees attached. Fee rate information for these directories is found on their website.

Dissertation and Final Oral Examination (Dissertation Defense)

All doctoral students are required to complete a dissertation prior to graduation. The writing style for the dissertation will follow the *Guidebook for Preparing Thesis or Dissertation* (August, 2004) published by the Office of Graduate Studies, and the *Publication Manual of the American Psychological Association* (5th ed.) (2001).

A dissertation proposal meeting with your doctoral supervisory committee is scheduled subsequent to your successful completion of the comprehensive examination. When your proposal is approved, your chairperson submits a letter to the Admissions Coordinator for placement in your permanent file. The letter indicates the date of approval and the title of your dissertation proposal. Your dissertation proposal **must be approved** prior to your doctoral internship and it is strongly recommended that you defend your dissertation prior to internship as well.

When your dissertation is ready, provide copies to the Reading Committee. Committee members must read and approve your preliminary dissertation prior to scheduling your final oral examination (dissertation defense). Provide Reading Committee members with ample time to review your dissertation (a minimum of one full week). Upon the approval of your Reading Committee, coordinate a dissertation defense date and time with your entire supervisory committee, and reserve a room for your defense. Then deliver a copy of your preliminary dissertation, an abstract, and a completed *Application for Final Oral Examination or Waiver of Examination for Doctoral Degree*, and a final copy to the Office of Graduate Studies. This application includes the signatures of your Reading Committee indicating their general approval for you to defend your dissertation, the time/date of the oral examination (your dissertation defense), and the names of the remaining members of your supervisory committee. This must be done at least *three weeks* prior to the date of your oral examination.

When you deliver your preliminary dissertation/abstract and *Application for Final Oral Examination* to the Office of Graduate Studies, you will be given a *Checklist for Graduation* packet. This packet includes the *Report of Doctoral Degree*, *Signature Pages*, the UMI *Doctoral Dissertation Agreement* form (a tear-out page in the *Publishing Your Dissertation* brochure), the *Survey of Earned Doctorates*, and a *UNL Survey of Graduate Degree Recipients*.

After successfully defending your dissertation, two final copies of your dissertation must be presented to the Office of Graduate Studies. Additionally, the required fees for binding, preparing microfoam abstracts, and copyright (optional) of your dissertation must be paid at the Bursar's Office. All of the forms included in the *Checklist for Graduation* packet must be completed and returned along with the copies of your dissertation. Instruction, fees, and deadlines for filing these and other important forms prior to your anticipated graduation date can be found in the *Guidebook for Preparing Thesis or Dissertation*. It is customary to provide a hardbound copy of your dissertation to your chairperson, to the department, as well as to those committee members who would like one.

Samples of the forms that must be completed during your doctoral program can be found on the UNL Graduate Studies website. Your *Application for Advanced Degree*, along with the required \$25 fee, is due in the Records

Office, 107 Canfield Administration Building approximately three months prior to graduation. If this is not filed, a diploma will not be ordered for you and your graduation date will be postponed.

Information on Accreditation

The doctoral program has been continuously accredited by the American Psychological Association since the 1950s. The most recent accreditation took place in 2006. If you have any questions about the accreditation process or the status of our program, please contact the APA Commission on Accreditation at: Education Directorate, Program Consultation & Accreditation, 750 First Street NE, Washington, DC 20002. Phone: (202) 336-5979; Fax: (202) 336-5978

COUNSELING PSYCHOLOGY TRAINING VALUES

The Counseling Psychology Program at the University of Nebraska - Lincoln is a multicultural community of diverse racial, ethnic, and class backgrounds, national origins, religious, spiritual and political beliefs, physical abilities, ages, genders, and sexual orientations. Our educational activities and everyday interactions are enriched by our acceptance of one another; as members of the Counseling Psychology community, we strive to learn from each other in an atmosphere of positive engagement and mutual respect. The program expects that students will be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and faculty who are different from themselves in age, gender, gender identity, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, disability, language, and socioeconomic status. It is expected that students and faculty will work to create a climate of safety and trust for all concerned.

Because of the necessity to maintain this atmosphere, bigotry will not go unchallenged within this community. We educate each other on the existence and effects of racism, sexism, ageism, homophobia, religious intolerance, and other forms of invidious prejudice. When such prejudice results in physical or psychological abuse, harassment, intimidation, or violence against persons or property, we will not tolerate such behavior, nor will we accept ignorance, joking, or substance abuse as an excuse, reason, or rationale for it.

All who work, study, and teach in the Counseling Psychology community should be committed to these values as an integral part of the program's focus, goals and mission.

As a profession, Counseling Psychologists not only disavow oppressive attitudes, beliefs, and behaviors, but actively work to advocate for social justice and against oppression. Indeed, because Counseling Psychologists often work with individuals who have been "marginalized," we seek to train students who will advocate for and positively embrace all demographic diversity. Respect for diversity in all forms is a central value of our program, and thus one expected of all students. In other words, respect for values different from one's own and the valuing of diversity in general is expected of all students who are accepted into the program.

The program faculty recognizes that no individuals (whether they be faculty, students or staff) are completely free from all forms of prejudice. Furthermore, it is expected that there will be a range of attitudes and values concerning controversial issues. Nonetheless, enrollment in the program is seen as a commitment to the social value of respect for diversity and to the process of self-examination so that such prejudices may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Both the American Psychological Association Ethical Principles and Accreditation Guidelines specifically state that psychologists have an ethical mandate to be culturally competent, which means that they develop the ability to work with diverse clients of all types. In addition, the APA Ethical Principles state that psychologists (including students in training) must both examine and try to eliminate the effects of biases from their work. We understand that students will not enter the program free from bias. Nevertheless, successful completion of the program requires a genuine desire to examine one's attitudes 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 Ethics Code, 2002, Principle E). Stated simply, being unwilling to examine the effects of one’s attitudes and values on one’s work is unacceptable.

Students are required to honor not merely the Ethics Code of the American Psychological Association (APA), but also to be familiar with and to abide by the various Guidelines published by the APA, which address issues of diversity including but not limited to the: *Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients*, the *Multicultural Guidelines*, and the *Guidelines for Psychological Practice with Older Adults*. All of these guidelines are found on the APA website (www.apa.org).

The practice of counseling requires significant self-disclosure and personal introspection for the person receiving counseling. Counseling students must become very familiar and comfortable working with the process of individual self-disclosure and introspection. Therefore, it is an essential training component of the Counseling Psychology program to provide assignments and classroom experiences that call for our students (i.e., counselors in training) to self-disclose and personally introspect about personal life experiences to an extent not expected in other academic disciplines. Specifically, while in the program, students will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Students will be expected to examine and resolve any of the above for potential negative impact on their ability to perform the functions of a psychologist. Given the impact of one’s personhood on professional skills and identity as a psychologist, most classes include self-reflection and introspection as part of the learning process. In these classes, students may be encouraged to discuss such reflection and introspection with peers for the benefit of learning; nevertheless, no student will be forced to disclosure issues in a classroom setting that they prefer to keep private.

In summary, we require that our students be willing to engage in self-disclosure and personal introspection, and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as different from themselves, in terms of both demographics and values. The Counseling Psychology faculty is committed to and expects an atmosphere of respect and confidentiality among our students.

**This statement has been adapted from the following other Universities and/or Counseling Psychology Program Statements: University of Missouri – Columbia, Auburn University, Miami University of Ohio, and the University of North Dakota, and was approved by the Counseling Psychology Faculty on 4/13/05.*

DISCLOSURE OF EDUCATION/TRAINING OUTCOMES AND INFORMATION ALLOWING FOR INFORMED DECISION-MAKING TO PROSPECTIVE COUNSELING PSYCHOLOGY DOCTORAL STUDENTS

Time to Complete the Doctoral Program

34 students graduated since 2002; Mean # of years to complete = 5.53; Median = 5.33.

Program Costs

Tuition: \$261.75/credit resident; \$705.75/credit non-resident; \$10.35/credit in student fees; Incoming doctoral students who are residents of the U.S. qualify for Edgren Fellowships permitting non-resident tuition cost to be 150% of the resident rate (i.e., \$392.63/credit) representing a significant non-resident tuition reduction. Since 2002 up to the present academic year (2012-2013), most doctoral students in counseling psychology who desired a graduate assistantship have found one either in the department or elsewhere on campus. Assistantships typically include tuition remission, a monthly stipend ranging between \$1,000 and \$1500, and health insurance.

Attrition

Since 2001, of 53 students matriculated to the program, 22 have completed 27 continue, and 4 have left the program..

Internship Match Rate

Since 2002, 40 of 42 students applying for the pre-doctoral internship have matched with an APA-accredited internship site (95% match rate). One of the two unmatched applicants obtained an internship through the Clearinghouse system. Our match rate is the second highest of all APA-accredited counseling psychology programs in the U.S. All internships have been one-year, full-time placements, funded, and APA-accredited.

Licensure

Of the 34 doctoral students graduating from the UNL Counseling Psychology Program between 2002 and 2012, 24 are currently licensed as psychologists within their state of residence.

FINANCIAL ASSISTANCE

Loans and Need-Based Application Process

Students seeking loans for university expenses should inquire at the Office of Scholarships and Financial Aid, 16 Administration Building, (402) 472-2030. The Office of Scholarships and Financial Aid does not participate in the granting of fellowships or assistantships but does maintain current information on other forms of financial support available to students.

To apply for federal loan programs or the college work-study program, submit a Free Application for Federal Student Aid (FAFSA) form after January 1. FAFSA forms need to be resubmitted every year after January 1 to ensure that the information reported remains current. Additional information on financial aid can be found in the *University of Nebraska-Lincoln Financial Aid Guide* available from the Scholarship & Financial Aid Office.

Fellowships

University of Nebraska

Several fellowships are available on a competitive basis to graduate students of the University of Nebraska. To be eligible a student must be admitted to a program with a specific degree objective. A student holding a fellowship must be a full-time student during the period of the appointment. Most fellowships include a stipend and tuition remission.

A completed *Application for Graduate Fellowships* form is required to be considered for fellowships. Based on the ranking by the Graduate Fellowship Committee and the information on the application, awards will be made to the top-ranked students. Application forms can be obtained from the Admissions Coordinator within the department or from the Office of Graduate Studies. International students must have completed one year of study at a U.S. institution of higher education to be eligible for any fellowship.

A personal letter of intent submitted with the completed fellowship application and three letters of recommendation must be received in the Office of Graduate Studies, 301 Administration Building, P.O. Box 880434, Lincoln, NE 68588-0434, by February 15. Students must re-apply for fellowships every year.

American Psychological Association Minority Fellowship Program

Each year the American Psychological Association Minority Fellowship Program (APAMFP) provides fellowship awards in three areas of training: clinical, research, and aging. Racial and ethnic minority students admitted to a doctoral program and/or those currently enrolled can apply for one of the three fellowships. Although funding varies from year to year, the stipend awarded is about \$824 per month for the academic year. Applications can also be accessed online at <http://www.apa.org/mfp/pprograms.html>. For those applying, the preliminary application must be received by the APAMFP by the 15th of January. There is a service payback agreement appended to the award of this fellowship. Complete details concerning the application process and

the obligations involved in accepting a traineeship can be obtained from the APAMFP, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-6127; internet address: <www.apa.org/mfp>.

American Psychological Association Dissertation Research Awards

The Science Directorate of the American Psychological Association sponsors an annual competition for dissertation research funding. The Science Directorate oversees the competition for two \$5,000 grants, five \$3,000 grants and twenty-five \$1,000 grants that are awarded to students whose dissertation research is of the highest caliber and reflects excellence in scientific psychology. Applicants must be student affiliates or associate members of the APA. Students who are not affiliates must apply for affiliation when submitting materials for the dissertation award. The individual's supervisory committee prior to application must approve dissertation proposals. The yearly deadline is in mid-September. For further information, contact the APA Science Directorate, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-6000; internet address: <www.apa.org/science/dissinfo.html>.

Teaching & Research Assistantships

Participating in teaching and research is an important part of the professional development of graduate students in the Department of Educational Psychology. A limited number of graduate assistantships are available through the department and the Oscar and Luella Buros Center for Testing. These are awarded on a competitive basis to qualified students. Students wishing to apply for department assistantships must complete the online application available at the Department of Educational Psychology website (<http://cehs.unl.edu/edpsych/graduate-assistantships>).

Counseling psychology students have been successful in obtaining assistantships outside the department as well; for example, through the Offices of Residence Life or Student Involvement. Students must be proactive in their search for assistantships. Typically, most of the doctoral students seeking assistantships are able to obtain one. However, assistantships for master's level students are less frequently available within the department.

Most assistantships include tuition remission during the semester of the appointment. When the appointment is for the entire academic year, it may include tuition remission for the summer. The assistantships typically require 13 to 20 hours of service per week. Some graduate assistantships are available during the summer sessions as well. Students interested in being considered for assistantships should check with the Admissions Coordinator for the appropriate application forms and filing times, consult with faculty members for information about potential assistantships, and pursue options outside of the department.

Research Grants

The Office of Sponsored Programs is located in 151 Whittier Research Center (0681); the phone number is (402) 472-3171. This office serves both in a consultative and intermediary role for processing student and faculty grant applications. Consultative services include helping students and faculty search for grant funded research support and facilitating the application process. In its intermediary role Sponsored Programs functions as UNL's official liaison representative with all of the various funding agencies. Grant proposal submission and review must be routed through the Office of Sponsored Programs before submission to a sponsor. You are required to use the *Request for Proposal Approval and Submission* form. This form can be picked up at either the Graduate Coordinator's Office or at the Office of Sponsored Programs. All contracts and agreements must be made between the funding agency and the UNL Board of Regents. Therefore, a completed and approved grant becomes a legal contract on the University level, not simply a college, department, or individual research grant.

Sponsored Programs has established a home page on the World Wide Web that is updated weekly. On this page, a Funding Announcements flyer is posted each week that lists newly announced grant opportunities in numerous research areas including, but not limited to, academic, environment/climate, health, and family support. Also, links are provided to other web sites including federal agencies where additional funding opportunities are posted. Their web address is <http://research.unl.edu/sponsoredprograms/>.

CAMPUS RESOURCES

Campus Information

One of the most helpful and all-encompassing resources available to a UNL graduate student is the UNL *Graduate Studies Bulletin*. The *Graduate Bulletin* is available online and can be found in the Graduate Studies College section of the UNL homepage.

Another important information source describing UNL programs, facilities, and student services is the UNL Graduate School website found at <http://www.unl.edu/gradstudies/>. The *Student Directory*—the University's student telephone book—is free and can be picked up at the Registration and Records Office. In addition to student telephone numbers, it provides an abundance of information about the University, the community, and services available in Lincoln. Appendix D also provides a campus map.

Campus Libraries

The University's library system and services are extensive, including over 2.6 million volumes and 22,000 active periodicals and serials. In addition to needed library resources, UNL's libraries provide spacious study areas and individual study cubicles.

Besides traditional services, UNL's libraries provide computerized searches of many databases (e.g., PsycInfo, and Ethnic NewsWatch), and advanced reference and bibliographic assistance from subject librarians (e.g., psychology, gender studies). A computerized card catalog enables faculty and students to search for library materials from their home or office as well as in the libraries.

Love Memorial Library, the largest facility on campus and located on the City Campus, holds 1,830,000 volumes with an emphasis on humanities, social sciences, business, and education. Regular hours are Monday-Thursday 8:00 a.m.-12:00 midnight, Friday 8:00 a.m.-8:00 p.m., Saturday 9:00 a.m.-5:00 p.m., and Sunday 12:00 noon-12:00 midnight. For more information call the Reference/Information Desk at Love Library, 472-2848.

The library system also includes specialized facilities on UNL's City and East campuses. On City Campus, these include the architecture, chemistry, engineering, geology, biological sciences, mathematics, music, and physics libraries. The Law Library is located on the University's East Campus. C. Y. Thompson Library, also on the East Campus, is another major library with a collection emphasizing materials related to agriculture, home economics, dentistry, and family science.

Computing Facilities and Services

UNL Information Technology Support

The University provides computing resources supported by Information Technology Support, room 118 in the 501 Building, 472-9050. Computers are available for use in computer labs and email terminals all around the campus including a room in each residence hall. Macintoshes and PC's are available, equipped with a variety of software along with scanning and nominal cost laser printing.

To use these computer resources, students must have an Active Directory Account. This can be obtained by going to <activedir.unl.edu/> and filling out the online Account Activation form. With an account a student has access to the internet, email, statistical programs (SAS, SPSS, Lisrel, etc.—see NEAR Center below), and various other technical support services.

The Information Technology Support Help Desk (472-3970) is staffed Sunday 7:30 a.m.-1 a.m. and Monday through Saturday 7:30 a.m.-11:30 p.m. The Help Desk provides assistance for questions concerning computing at UNL. Assistance does not include writing or rewriting programs. For more information on computing services, visit <www.unl.edu/is>.

Nebraska Evaluation and Research (NEAR) Center

The Nebraska Evaluation and Research (NEAR) Center, located in room 284 of Teacher's College Hall is a statistical consulting facility for students and faculty members of the Education and Human Sciences College. The NEAR Center was created to enhance statistical and research practice. Consultants at the center are available at no charge to give feedback and information concerning any phase of a research project, including instrument development, choice of statistical analysis, sampling procedures and size, and orientation to printouts. To maximize the benefit of the NEAR Center services, clients should prepare research questions in advance of their appointments, provide independent and dependent variable definitions, and have knowledge of the instruments/measures they plan to use in their research. The NEAR Center consultants do not teach statistics, design studies, or proofread manuscripts.

Consultation services are free and provided by appointment only. Each week consultants post their available hours for scheduling appointment on sign-up clipboards located outside the center. You can call 472-2580 or drop by the center to make an appointment. You can use the NEAR Center as often as you like for as many projects as you like. However, each client is limited to one consultation hour (50 minutes) per week.

Office for Qualitative and Mixed Methods Research

The Office for Qualitative and Mixed Methods Research (OQMMR) is an advanced-level research office and service center specializing in the design and implementation of both qualitative research and mixed methods research. Dr. John W. Creswell founded the OQMMR at UNL in 2002. The mission of the OQMMR is to promote and advance understanding of qualitative research and mixed methods research and how these methods can be applied in social, behavioral, and health science research through the scholarly and training activities of affiliated faculty, staff, and graduate student assistants. Counseling psychology students often take advantage of the services provided through the OQMMR by seeking consultation for qualitative and mixed methods research designs issues encountered in dissertation and other research projects.

Instructional Design Center

The Instructional Design Center (IDC) is located in room 122 of Henzlik Hall (472-2258) along with a computer lab. The IDC serves the entire university community by providing instructional mediated support. Their services are in the areas of photography, graphic design, printing, video, and equipment check-out. Also, a variety of different production materials (computer disks, construction paper, poster board, CD-R's, DVD-R's, etc.) are available for purchase at the IDC. All work done by the IDC must be University affiliated; no personal work orders will be accepted. The Instructional Design Center is open from 7:30 a.m.-9:00 p.m. Monday through Thursday and 7:30 a.m.-5:00pm on Friday. Design and printing of posters for display at professional conferences is one valuable service to our students provided through the Design Center.

Oscar & Luella Buros Center for Testing

The Oscar & Luella Buros Center for Testing, located in 21 Teachers College Hall (472-6203), is an integral component of the Department of Educational Psychology. The Center is dedicated to the improvement of measurement practice through the publication of descriptive information and candid, critical, scholarly reviews of tests and test-related products published in the English-speaking countries of the world. Oscar K. Buros published the first *Mental Measurements Yearbook* in 1938, a tradition now maintained by the Buros Institute of Mental Measurements that he founded in 1939. In 1994, the late Luella Buros, Oscar's widow, funded the Oscar and Luella Buros Center for Testing, allowing for an expansion of the activities and services of the original Buros Institute. The Center is now organized into two institutes: the original Buros Institute of Mental Measurements and a new Institute for Assessment Consultation and Outreach. These two Institutes have broadened the scope of the Buros Institute to fulfill Oscar Buros' original dream of improving assessment practices.

Buros Institute of Mental Measurements

The Buros Institute has published more than 20 volumes widely used by individuals working in education, psychology, and industry. Reviewing commercially available tests and publishing the *Mental Measurements Yearbook* (MMY) is one of the primary missions of the Institute. The MMY is the most well known source of test reviews in the English language. The Institute also publishes *Tests in Print* (TIP), a reference that provides

a complete listing of all English language commercially available tests known to be in print at the time of publication. Another Institute publication is the *Buros Desk Reference Series* (BDR), a collection of test reviews for specialty content areas. The first two publications in this series focused on tests frequently used for psychological assessment in schools and for substance abuse counseling, respectively.

The Oscar K. Buros Library of Mental Measurement, located in Room 21, Teachers College Hall, provides a resource for locating tests and measurement instruments for use in educational and psychological research. The library contains copies of almost all of the instruments reviewed in the MMY series, a complete catalog of Institute publications, and a large collection of journals, abstracts, and published information dedicated to the field of measurement. Also contained in this library is an electronic database and search engine where users can purchase reviews of commercially available tests over the internet.

Institute for Assessment Consultation and Outreach

The Institute for Assessment offers a variety of services to every user or potential user of a commercially available or customized test. Representative services offered by the Institute include providing oversight for the development of performance assessment in school systems, conducting standard-setting studies for both school system and certification agencies, and assisting in the development of certification and licensure examinations. In short, the mission of the Institute for Assessment Consultation and Outreach is to provide a variety of consultation services related to testing and assessment.

Luella Buros Art Collection

The late Luella Gubrud Buros was an artist of national repute. Her artwork has been displayed at various art museums throughout the United States and several pieces are still on display. Luella's paintings received several awards, including the National Association of Women Artists' Medal of Honor at their 61st annual exhibition in New York City, in 1953, for her oil painting "Coastal Landscape." Upon her death in 1995, Luella bequeathed fourteen paintings to the Oscar & Luella Buros Center for Testing and they are exhibited throughout the Center.

Health Services

The Student Health Program at UNL was developed to serve students in two broad areas: The University Health Center and the Student's Health Insurance Plan. Information regarding the Student Accident and Sickness Insurance Plan can be obtained at the Health Center. These programs have been designed to be mutually complementary so as to ensure the availability of quality health care at the least possible cost.

The University Health Center is located at 15th and U Streets. The primary objectives of the Center are the prevention of illness and injury through active promotion of healthy lifestyles, and the treatment of illness and injury occurring to students enrolled at UNL.

A modern clinic and hospital are equipped to handle most illnesses, but not major surgery. Specialists are on hand in the fields of eye, ear, nose, throat, orthopedics, dermatology, urology, gynecology, surgery, internal medicine, dentistry, radiology, allergy, neurology, psychology, physical therapy, and psychiatry. Minimal charges are made for treatment in specialty areas. Appointments can be scheduled in person or by calling 472-5000 or 472-7435.

Counseling services are available through the Counseling and Psychological Services (CAPS) housed in the Health Center, room 213. Students receiving services at CAPS as a client in counseling are advised that they are **not** eligible for training experiences at CAPS thereafter. This rule was initiated to avoid multiple relationship issues and problems for students receiving practicum and internship training at CAPS under the supervision of CAPS staff psychologists. As an alternative to CAPS for counseling, students are directed to a Resource List of community providers offering counseling and psychotherapy at reduced rates to counseling psychology students.

CAPS professional staff offers counseling in the areas of personal concern, anxiety and depression, life planning, relationships, eating disorders, communication skills, stress management, and others. Special

workshops and support groups are offered throughout the year in these and other areas. As with appointments of a medical nature, scheduling can be made in person or by calling 472-7450. CAPS also offers Grand Rounds presentations on timely and relevant professional issues and topics in psychology. Counseling psychology graduate students are encouraged to attend these presentations.

Graduate On-Campus Housing

Most graduate students choose to live off-campus, but both residence halls and family housing are available through [University Housing](#). Some residence halls offer year-round housing and most offer a dining service.

- Three traditional residence halls – [Husker Hall](#), [Fedde Hall](#), and [Selleck Quadrangle](#) – reserve space particularly for graduate students and, in addition to offering private rooms, are located on or near campus.
- Apartment-style residence halls – [The Courtyards](#) and [The Village](#) – are also popular options.
- [Family Housing](#) units include one-, two-, and three-bedroom apartments for married couples and parents who are registered as full-time students. There is usually a six- to 12-month waiting list for these units.

Entertainment

The UNL campus houses and supports a number of different entertainment opportunities including those described below.

- ☞ The **Sheldon Memorial Art Gallery and Sculpture Garden**, located in the SW corner of the City Campus, and the Mary Riepma Ross Film Theater, an integrated component of the Sheldon, provide the student with a variety of visual and cinematic art exhibits/productions.
- ☞ The **Lied Center of Performing Arts**, located next to the Sheldon Memorial Art Gallery, serves as a focus for the performing arts in Nebraska. Completed in 1989, the Center provides an additional on-campus facility for student and campus organizations and for student and faculty performances. In addition, programs at the Lied Center are diverse, including speakers, Broadway shows and entertainers, concerts, dance, and theatre.
- ☞ The **University of Nebraska State Museum**, located in Morrill Hall at 14th and U Streets, contains over 10 million specimens and housed interpretative displays of Nebraska's geologic, natural, and cultural history.
- ☞ The **Ralph Mueller Planetarium**, also located in Morrill Hall, features sky shows and laser light shows.
- ☞ **Kimball Hall**, located at 11th & R Streets, serves as the home for UNL School of Music's Concerts and Recitals by faculty, students, and guest artists.
- ☞ The **Temple Building** has been the home of theatre at UNL since 1907. Temple houses all theatre classes as well as the administrative office and performance spaces of the Department of Theatre Arts and Dance. It is located across the street from the Lied Center.
- ☞ The **Devaney Sports Center** is a multi-sport complex for the Nebraska Cornhuskers, and also hosts performances by national recording artists.
- ☞ The **Lentz Center of Asian Culture**, located in 329 Morrill Hall, is dedicated to the enrichment of knowledge and understanding of Asian art and culture. Through exhibitions of Asian Art and artifacts, presentations and cultural activities, the Center provides a unique opportunity for understanding the rich diversity and long history of Asian Cultures.
- ☞ The **UNL Television, KUON-TV**, operates from one of the nation's finest telecommunications facilities—the Terry M. Carpenter Nebraska Educational Telecommunications Center located on the East Campus. KUON is recognized nationally for its quality programs and is the principal production agency for the statewide Nebraska Educational Television Network (NETV, Channel 12).

☞ The **Nebraska Union** is located on the City Campus and offers study and television lounges, offices for student organizations, meeting rooms, dining areas with complete food services, a bakery, a bank, a game room, copy center services, post office, coffee shop, the Photo ID Office (472-7331), and the University Bookstore (472-7300). Additionally, the Union is used for a number of lecture, music, and art presentations throughout the academic year.

Campus Recreation and Fitness Programs

The Office of Campus Recreation, located in room 55 of the Campus Recreation Center on the City Campus and is room 32 of the College of Activities Building on the East Campus, provides space for students to participate in basketball, jogging, soccer, softball, volleyball, tennis, handball, racquetball, swimming, weight lifting, and a personalized fitness club. Family programming, special recreation events, wellness programming, and the sale of Nebraska hunting, fishing, and park permits are additional activities carried out by the Campus Rec Center.

Campus Recreation also organizes such activities as rock climbing trips to Wyoming, ice climbing in Colorado, backpacking trips to the Grand Canyon, and several other outdoor trips of differing “natures.” Additionally, Campus Recreation maintains the largest supply of outdoor equipment for rent in Lincoln, at minimal cost to students.

For further information, call INFO-REC (472-2692) and/or stop by the Recreation Center and pick up a free *Campus Recreation Guidebook*. Their website is <http://crec.unl.edu/>.

Women’s Center

The UNL Women’s Center is a division of Student Involvement. The Women’s Center advocates social, economic and political equality for all persons by serving as an educational and counseling resource for any person who seeks to further understand the changing roles of women and men in our society. The Center’s goal is to assist women with a successful, positive college experience. The Women’s Center offers programs and services to enhance and enrich the educational experience of women. The Center provides advocacy and support for women’s concerns and offers information and counseling to women seeking assistance. The Women’s Center is also a place within the University where individuals and organizations may meet, study, read, discuss, find support, or relax in the company of others interested in and appreciative of the contributions and roles of women. The Center strives to increase sensitivity to gender-based issues across the campus community. The Women’s Center is located in room 340 of the Nebraska Union. To contact call: 402-472-2597.

Career Services

Career Services provides a wide range of assistance to students, alumni, faculty and employees who wish to access information and services for career decision making or job search assistance. Services include resume referral and advising services for students seeking part-time and summer employment, federal work study, or internship/co-op positions. Also, available are a career resource library, career assessments, career counseling, resume development assistance, career information, job hunting services, campus interviews, resume referrals, and testing services. Many services are provided through the Internet at <www.unl.edu/careers/> and through numerous career fairs and events.

EXTRACURRICULAR ORGANIZATIONS

Ethnic Minority Affairs Committee (EMAC)

EMAC is an advocacy and support group for students of color within the Department of Educational Psychology. The committee was formed over 30 years ago and is a respected voice within the department and the College of Education and Human Sciences. Membership is voluntary and open to students, faculty, and staff from the five graduate programs in Educational Psychology. Students interested in multiculturalism and advocacy are encouraged to join, regardless of their racial, ethnic, and/or cultural background. The primary mission of EMAC is to assist the department in carrying out its commitment to increasing the representation of American racial and ethnic minority groups in our graduate programs and on the faculty. EMAC focuses on

recruitment, retention, advocacy, and support, with bi-monthly meetings for information sharing, mini-presentations on cultural issues, problem solving, and simple fun. EMAC members frequently engage in social, political, and educational activities together.

Student Organizations

There are more than 300 recognized student organizations on the University of Nebraska-Lincoln campus. The term “recognized” means the organization has a faculty or staff adviser, a constitution approved by the Association of Students of the University of Nebraska (ASUN—our student government, located at 115 Nebraska Union, 472-2581), and privileges such as facility reservations and insurance coverage provided by the University. Some of the organizations that may be of interest to you include: The Mexican American Student Association (MASA); the Afrikan Peoples Union (APU); Women in Communication, Inc.; the International Student Organization; Amnesty International-Campus Group; and Nebraskans for Peace. A complete listing of student organizations is found in the *Guide to Student Organizations* published by the Office for Student Involvement, 200 Nebraska Union, 472-2454.

The Office of Student Involvement also serves as the “central” office for all areas of student involvement, including ethnic minority programs, campus programs that include both entertainment and seminars/workshops, volunteerism and community service, and student organizations and leadership programs.

Counseling Psychology Student Organization (CPSO)

CPSO is the student organization of the Counseling Psychology program. The purpose of the organization is to provide a student voice and advocate for CoPsych students within the program and department. Each year a president and vice-president are elected as well as representatives who attend CoPsych faculty meetings. In addition, CPSO sponsors social functions and speakers. CPSO is also affiliated with the national APA student organization, APAGS.

GRIEVANCE PROCEDURES

Ombudsperson

The Office of the UNL Student Ombudsperson is an independent, impartial office located within the office of the Vice Chancellor for Student Affairs, 124D Administration Building, (402) 472-9292. This office is designated by the University to assist student members of the campus community to:

1. Resolve issues of concern or dissatisfaction regarding their rights (see the *UNL Graduate Studies Bulletin* chapter on *Student Right and Responsibilities*)
2. Understand and follow the policies and procedures of the University
3. Function effectively within the University system

The Ombudsperson may assist in the resolution of academic, administrative, or personal problems that cannot otherwise be resolved equitably within existing mechanisms. The Ombudsperson also assists the University in monitoring, evaluating, and formulating policies and procedures regarding the rights and responsibilities of the individual and of the institution.

No person may suffer any penalty as a consequence of seeking assistance from the Ombudsperson. All information presented to the Ombudsperson’s office is considered confidential unless a complainant authorizes release of such information.

Grievance Procedures within the Counseling Psychology Program

Grievances concerning academic grades and/or other issues related to coursework evaluation must be reviewed by Graduate Studies. In other words, if you feel that you have been unfairly evaluated in one or more of your classes and/or you feel that you have a legitimate complaint related to course work completion, pass/fail versus a graded evaluation, and so forth, the Graduate College is the body that processes your appeal. Students are strongly encouraged to approach the instructor of the class in question and attempt to resolve the problem prior to making a formal appeal to the Graduate Studies College.

Individual student grievances unrelated to academic grades should first be addressed at the lowest level within the organizational structure of the Department of Educational Psychology. In other words, you should approach your advisor and work to discover an appropriate solution to the issue that is creating dissatisfaction and/or discontent. If a satisfactory resolution to the problem does not occur at this level, you should then consult with the Counseling Psychology Program Director.

You may continue to pursue your grievance at each of the following levels, consecutively, until the issue is resolved: department chair, arbitration committee appointed by the Chair of the Department of Educational Psychology, Dean of the College of Education and Human Sciences, and, finally, the University Appeals Board. The most comprehensive resource guide for explaining student rights and responsibilities, the student code of conduct, and the University Judicial and Appeals Board procedures is located in the *Graduate Studies Bulletin* under *Student Rights and Responsibilities*.

TERMINATIONS

Under usual circumstances, progress of students through master's and doctoral programs is monitored and modified as the student's educational needs dictate. If at any time a student is identified as having educational or professionally-related difficulties, the preferred action would be for the master's student and his/her advisor, or the doctoral student and his/her supervisory committee to consider the student's program in light of the situation. Termination would be a possible final step that in many cases would come after first attempting to remediate the problem. A remediation plan would be drawn up between the student and advisor that would include requirements that the student must complete to address the difficulty. Educational difficulties may include receiving a grade of B- or below or No Pass in any of the required classes. Professionally-related difficulties may involve problematic ethical behavior or personal impairment that negatively and significantly influences professional and educational achievement. When attempts at rectifying problematic issues prove unsuccessful, it may be necessary to initiate a process for consideration of probation or dismissal of the student from the program. Examples might include failure of the comprehensive exams or coursework, failure to rectify a B- or below / No Pass grade, breeches of ethical conduct, or absence from the program without permission. Students of the counseling psychology program are expected to conduct themselves in accordance with the *Ethical Principles of Psychologists and Code of Conduct* (2010). Procedures have been developed to ensure that the rights of the student and the integrity of the program are protected in this process. The procedure is detailed within the "Policy on the Retention and Remediation of Students." For master's students or doctoral students prior to the formation of their committee, probation or dismissal from the program is addressed in consultation with the Counseling Psychology Director, counseling psychology program faculty, and Chair of the Department of Educational Psychology. For doctoral students with supervisory committees, probation and dismissal decisions are made by the supervisory committee in consultation with counseling psychology program faculty. If a situation develops in which a student is recommended for probation or dismissal, the policy for *Probation and Dismissal Procedures for PSYE Graduate Students* of the Department of Educational Psychology (revised on 2004) will be followed.

Appendix A

UNIVERSITY OF NEBRASKA – LINCOLN: Psychological Studies in Education
Doctoral Area of Specialization: Counseling Psychology

The University of Nebraska's Counseling Psychology Program is an organized sequence of study in scientific and professional psychology that has received continuous accreditation from the American Psychological Association since 1959. The program is offered through the Department of Educational Psychology in the College of Education and Human Sciences.

Counseling Psychology is a professional specialty area within the science and profession of psychology. The specialty emerged shortly after World War II encompassing concepts and procedures from the vocational guidance, mental hygiene, and mental measurement movements. In the present day, students who complete the Counseling Psychology program develop comprehensive knowledge and skills in core areas of scientific psychology, psychological inquiry, and the professional practice of psychology. Counseling Psychologists are employed in a variety of settings including academia, university counseling centers, medical centers, hospitals, mental health agencies, and private practice. Counseling Psychology as a discipline encompasses a focus on normal as well as abnormal behavior. Remedial, preventative, and developmental intervention levels of psychological practice are of interest.

The UNL Counseling Psychology program emphasizes the scientist-practitioner model of training. Coursework in core areas of psychological and behavioral science provides students with foundational concepts necessary for the effective practice of psychology and the ability to conduct psychological research. Required core courses also provide a background in the discipline of psychology and meet a variety of accreditation and credentialing standards. Students are introduced to psychological inquiry through integrated course sequences in statistics, measurement, and research methods that are preparatory to completion of a doctoral dissertation. Students are also required to participate in doctoral research seminars from which they receive mentoring in the collaborative settings that research groups offer. The doctoral seminar allows students the opportunity to be actively involved with research other than their dissertation.

The program emphasizes the systematic development of professional psychology competencies (<http://www.apa.org/ed/graduate/competency.aspx>) as organized by the 2006 APA Task Force on the Assessment of Competence in Professional Psychology. Didactic and experiential coursework in psychological assessment and interventions are required, including work with individuals, small groups, and in some instances organizations. Assessment and intervention strategies begin with theory and progress to practical experiences in the department clinic supervised by program faculty and then to field placements in a variety of settings. Several types of counseling practical and field placement experiences are offered. Opportunities to work with typically underserved client populations are possible. An integrated full-time pre-doctoral internship in professional psychology culminates the student's development of concepts and skills necessary for the effective practice of psychology. Opportunity to gain knowledge, skills, and experience in cultural and individual diversity is provided throughout the program.

The UNL Counseling Psychology program has a long history of leadership in multiculturalism and diversity. This emphasis allows for the development of significant contributions to diversity research and the practice of multicultural counseling. Students and faculty are also committed to a social justice agenda that includes training experiences, research, and outreach programs designed to promote growth and development, and to address issues of power, privilege, discrimination, and oppression. The Counseling Psychology program strives to offer education and training of methods to combat unfair treatment and inequities.

Post-bachelors and post-master's students are both accepted to the doctoral program. Admission applications require a completed departmental application and a Graduate School application, 3 letters of recommendation, transcripts of academic work, a personal statement, and the Graduate Record Examination score. Potential applicants may contact the departmental administrative assistant at 114 Teachers College Hall, Department of Educational Psychology, University of Nebraska-Lincoln, PO Box 880385, Lincoln, NE 68588-0345, 402-472-2210. As well, applicants can apply online: can apply on-line at <http://cehs.unl.edu/EDPSych/graduate/apply.shtml>.

Counseling Psychology students are evaluated in a variety of ways. In addition to grading of formal coursework, program faculty review student performance at regular intervals and provide each student with individual feedback. The student's clinical professional development is evaluated through participation in small-group supervision, live observation, seminars, case conferences, and frequent one-to-one supervisory

sessions where audio and digital recordings of counseling sessions are reviewed. Overall assessment is conducted using The Competency Benchmarks for Professional Psychology.

Students organize a doctoral supervisory committee composed of four faculty members, one of whom must be from a department other than Educational Psychology. The committee members and chair of the committee work with the student in (1) approving the student's course of study, (2) developing comprehensive exam guidelines and grading comps, (3) developing a proposal for the dissertation research project, and (4) conducting the final oral defense of the dissertation project.

Upon graduation, students accept a wide variety of entry-level positions in higher education (academic departments or university counseling centers), hospitals and medical settings, community mental health centers and agencies, managed care organizations, departments of corrections, private agencies, and business and organizational settings. In addition to acquiring assessment and counseling therapy skills with individuals and groups, students develop competencies in research, program development and evaluation, supervision, consultation, and in applying their knowledge and skill in a variety of settings with diverse clientele.

Comprehensive Examinations

All doctoral students are required to take the Portfolio Comprehensive Examination as specified in Appendix E. Comprehensive exams must be passed in order to advance to Candidacy for the doctoral degree. The portfolio exam can be submitted only after preliminary requirements in the form of required coursework are met (typically during the third year) and prior to dissertation and internship.

The portfolio comprehensive exam procedure is as follows:

1. Student meets with advisor and discusses the procedure, and plans for demonstrating competence in each of the areas as specified in the Portfolio Guidelines document (See Appendix E).
2. Student holds a proposal meeting with the Student Supervisory Committee to develop a contract between the student and the committee regarding how competency in each area will be achieved. This is conducted during the Program of Study meeting.
3. Student assembles the portfolio and submits it to the student's advisor to receive feedback. The advisor must give approval for the student to proceed in the process and disseminate the portfolio to the Counseling Psychology core faculty and members of the Supervisory Committee.
4. Student holds an oral examination meeting regarding the comprehensive portfolio and the content areas. The Counseling Psychology core faculty and members of the Supervisory Committee conduct, oversee, and evaluate the comprehensive oral examination.

Counseling Psychology doctoral students are required to provide evidence of competency in the following areas:

1. Measurement, Assessment, and Psychological Testing
2. Counseling Theories, Skills, and Interventions
3. Career Development
4. Multicultural Issues (e.g., race, ethnicity, gender, disability status, sexual orientation, age)
5. Ethical, Legal, and Professional Issues
6. Specialty Area - An area in which the student has developed special knowledge, expertise, and/or skills (e.g., human diversity, health psychology, assessment, family/couple therapy, supervision).

Material in this section may also be based in one of the five areas above, but should reflect a greater specificity of focus and have additional supporting evidence.

Students completing their portfolio comprehensive examination must also demonstrate scientific/research proficiency through participating through a major role in a published research article or conference-presented research study.

Counseling Psychology Professional Core

The Counseling Psychology professional classes are described below. The series of courses represent the framework within which the professional elements of Counseling Psychology are taught. The sequence is designed to facilitate the integration of theory, research, and practice that is basic to the program.

- 1) EDPS 976, Advanced Counseling Psychology I (3 credits): Introduction to the field of Counseling Psychology. Emphasis is placed on review of Counseling Psychology theory and practice. Diversity, multiculturalism, and social justice are presented as foundations of the Counseling Psychology profession. Concentration is given to the evolution of a theoretical orientation as a basis for Counseling Psychology practice, and to the scientific basis of the practice of Counseling Psychology.
- 2) EDPS 978, Advanced Counseling Psychology II (3 credits): The science of Counseling Psychology is emphasized. Counseling Psychology outcome and process research as well as client and therapist process variables are examined. Review of a body of literature within the field of Counseling Psychology and the development of a research proposal are requirements of the course.
- 3) EDPS 984, Ethics and Ethical Decision Making in Counseling and Education (3 credits): Examination of ethics, legal, and professional issues involved in the myriad components of psychological work including psychotherapy and counseling, supervision, assessment, research, and teaching.
- 4) EDPS 997G, Advanced Practicum in Counseling (2 semesters; 4 credits each): Typically during the first year after the MA degree, students are supervised by faculty within the department as they work with clients in the department clinic and at sites coordinated by Counseling Psychology faculty. Students meet weekly for group supervision and seminar topics related to the practice of counseling.
- 5) EDPS 997B, Field Placement in counseling (2 semesters; 3 credits each): Typically during the second or third year, students provide counseling at a community, university, or school setting with on-site supervision. Students meet weekly on campus for an accompanying seminar.
- 6) EDPS 995, Doctoral Seminar in Counseling (4 consecutive semesters; 3 credits each): The four semesters typically start at the beginning of the second year in the program and total 12 credit hours. Students participate in the seminar with their advisor to complete a pre-dissertation research project, lay the groundwork for dissertation research, and discuss counseling and professional issues. Presentations at professional conferences and published research are typical outcomes.
- 7) EDPS 975, Career Development and Vocational Counseling (3 credits): Theories of career development and foundations of career counseling are the focus to prepare students to integrate career theory and interventions in their clinical work and research.
- 8) EDPS 868, Multicultural Counseling (3 credits): Examination of multicultural theory, research, practice, professional issues, and challenges. Emphasis is placed on developing personal awareness with respect to multicultural issues and understanding of self as a cultural being.
- 9) EDPS 985, Couple and Family Counseling (3 credits): Theories and clinical practices of relationship-oriented therapy are presented.
- 10) EDPS 997E, Practicum in Counselor Supervision and Consultation (2 semesters; 2 credits per semester): This course presents supervision and consultation theory and research, as well as applied experience in providing supervision to master's level students' who are seeing clients on-campus in the Counseling and School Psychology Clinic.
- 11) EDPS 959, Internship (1-3 credits; 2 semesters): Permission of Program Director is required. Supervised counseling experience of 1 year, full-time, APA-approved internship. Internship application must be

reviewed by the advisor and Program Director for approval of site and assurance of completed prerequisites. Successful completion of internship as determined by site supervisor evaluations is required.

- 12) EDPS 968, Gender and Counseling Psychology (3 credits): Examination of gender theories, research, practice, professional issues, and challenges. Emphasis is placed on developing personal awareness with respect to gender and understanding of self as a gendered being.
- 13) EDPS 965A, Group Counseling (3 credits): Theories and clinical practices of group counseling are presented.
- 14) EDPS 999, Doctoral Dissertation (12 credits minimum).

Research Methods

Completion of each of the following:

EDPS 800, Foundations of Educational Research, 3 cr.

EDPS 900K, Qualitative Approaches, 3 cr.

EDPS 995, Four consecutive semesters of Doctoral Seminar, 3 cr. each semester

EDPS 978, Advanced Counseling Psychology II: Research Design, 3 cr.

- **Data Analysis Methods**

Completion of the following:

EDPS/PSYC 941, Intermediate Statistics: Experimental Design, 3 cr.

EDPS/PSYC 942, Intermediate Statistics: Correlational Design, 3 cr.

- **Measurement**

EDPS 870, Theory and Methods of Educational Measurement, 3 cr.

History and Systems of Psychology

PSYC 910, History and Philosophy of Psychology, OR EDPS 991, History of Psychology, 3 cr.

- **Biological Bases of Behavior**

Option 1: Completion of Proseminar in Physiological Psychology (PSYC 904);

Option 2: Completion of an undergraduate physiological psychology course with at least an A- approved by your advisor AND one of the following:

Clinical Psychopharmacology (PSYC 920)

Developmental Psychobiology (EDPS 963)

- **Cognition and Learning**

Completion of one of the following:

EDPS 960, Problem Solving and Concept Learning, 3cr.

EDPS 961, Cognitive Development, 3 cr.

EDPS 966, Psychology of Learning, 3 cr.

- **Affective Aspects of Behavior**

Completion of PSYC 929, Emotion and Motivation, 3 cr.

- **Individual Differences in Behavior (3 courses required)**

Completion of the following:

EDPS 868, Multicultural Counseling (EDPS 868)

Gender and Counseling Psychology (EDPS 968)

AND one of the following:

CYAF 952, Adult Psychopathology, 3 cr.

PSYC 909, Psychopathology, 3 cr.

EDPS 869, Developmental Psychopathology, 3 cr.

- **Social and Organizational Bases of Behavior**

Completion of one of the following:

PSYC 906, Proseminar in Social Psychology, 3 cr.

EDPS 962, Research Literature in Personality and Social Development, 3 cr.

- **Human Development**

EDPS 991 Lifespan Development

- **Assessment (three courses required)**

EDPS 853, Psychological Assessment I, 3 cr.

EDPS 953, Psychological Assessment II, 4 cr.

And

EDPS 950, Intellectual Assessment, 4 cr. Or EDPS 956, Projective Personality Assessment, 4 cr.

FACULTY

Counseling Psychology Core Faculty

M. Meghan Davidson, Ph.D., Assistant Professor and Licensed Psychologist

Educational Training: Ph.D., 2005, University of Missouri-Columbia; M.A., University of Missouri-Columbia, 2001; B.S., University of Maryland, 1999 in Psychology and 1994 in Biology

Internship Site: University of Oregon Counseling and Testing Center (APA-accredited)

Primary Areas of Interest: Intimate Partner Violence, Sexual Assault, Objectification, Gender and Multicultural Issues, Assessment; Ethics.

Teaching: Ethics; Advanced Psychological Assessment; Projective Assessment; Counseling Practicum

Neeta Kantamneni, Ph.D., Assistant Professor

Educational Training: Ph.D., 2009, University of Wisconsin-Milwaukee; M.S., 2004, University of Wisconsin-Madison; B.S., University of Iowa, 2001, Psychology

Internship site: University of Illinois-Chicago Counseling Center (APA-accredited)

Primary Areas of Interest: Contextual Factors in Vocational Psychology; Contextual factors in Multicultural Psychology; South Asian Vocational Development; Environmental Barriers in Women's STEM Career Choices; Cultural Differences in Vocational Interest Profiles; Career Development of Asian Americans

Teaching: Gender and Counseling; Multicultural Counseling; Vocational Psychology; Research in Counseling Psychology; Counseling Practicum

Michael J. Scheel, Ph.D., Associate Professor and Program Director

Educational Training: Ph.D., 1993, University of Nebraska-Lincoln; M.Ed., 1975, University of Idaho; B.S., University of Nebraska-Lincoln, Math Education

Internship site: Counseling and Psychological Services, Montana State University (APA-accredited)

Primary areas of interest: Application of Positive Psychology Concepts to Psychotherapy; Promotion of Hope and Motivation in Psychotherapy; Couple and Family Therapy Processes and Outcomes; High School Dropout Prevention through Counseling Interventions; Contextualized Therapy Approaches Promoting coherency, Fit, and Cultural Competency; Action-oriented Approaches in Therapy

Teaching: Couple and Family Therapy; Group Psychotherapy; Theory and Practice in Counseling Psychology; School Counseling; Counseling Practicum; Positive Psychology

Counseling Psychology Adjunct Faculty

Robert N. Portnoy, Ph.D., Director, UNL Counseling & Psychological Services

Ph.D., 1986, University of Nebraska-Lincoln,

Tricia Besett-Alesch, Ph.D., Training Director, UNL Counseling & Psychological Services, Ph.D., 2000, University of Nebraska-Lincoln

Gina Furr (Ph.D., 2010, University of Oregon)

Casey Tallent, (Ph.D., 2010, University of Nebraska-Lincoln)

Mark Lukin, (Ph.D., 1996, University of Missouri-Columbia)

**Supporting Faculty — Department of Educational Psychology
School Psychology Program (APA-accredited)**

Ed Daly (Ph.D., 1992, Syracuse University), Professor

Beth Doll (Ph.D., 1983, University of Kentucky), Professor

Merilee McCurdy (Ph.D., 2001, Mississippi State University), Associate Professor and Program Director

Susan M. Sheridan (Ph.D., 1989, University of Wisconsin – Madison), Professor

Susan M. Swearer (Ph.D., 1997, University of Texas – Austin), Associate Professor

Quantitative and Qualitative Methods in Education

Tony Albano (Ph.D., 2012, University of Minnesota), Assistant Professor

James Bovaird (Ph.D., 2002, University of Kansas), Associate Professor

John W. Creswell (Ph.D., 1974, University of Iowa), Professor

Ralph J. DeAyala (Ph.D., 1987, University of Texas – Austin), Professor

Kurt Geisinger (Ph.D., Pennsylvania State University) Professor and Director, Buros Institute of Mental Measurements

Cognition, Learning, and Development

Roger H. Bruning (Ph.D., 1968, University of Nebraska – Lincoln), Professor and Co-Director, Center for Instructional Innovation

Eric Buhs (Ph.D., 2002, University of Illinois), Associate Professor

Christy A. Horn (Ph.D., 1993, University of Nebraska – Lincoln), Assistant Professor and Co-Director, Center for Instructional Innovation

Kenneth A. Kiewra (Ph.D., 1982, Florida State University), Professor

David Moshman (Ph.D., 1977, Rutgers University), Professor

Doug Kauffman, (Ph.D., 2001, University of Nebraska – Lincoln), Associate Professor

Kathleen Rudasill (Ph.D., 2006, University of Virginia), Associate Professor

Supporting Faculty — Department of Psychology

Clinical Psychology Program (APA-accredited)

David DiLillo (Ph.D., 1987, Oklahoma State University), Associate Professor

David J. Hansen (Ph.D., 1985, University of Mississippi), Professor and Program Director

Debra A. Hope (Ph.D., 1990, SUNY Albany), Associate Professor

Mario J. Scalora (Ph.D., 1989, University of Nebraska-Lincoln), Associate Professor

William D. Spaulding (Ph.D., 1976, University of Arizona), Professor

Appendix B

**Master of Arts in Counseling Program of Study (Revised, 2013)
Specialization: Community Counseling and School Counseling**

Counseling Psychology Professional Core (21 credits)

EDPS 964, Counseling Theories and Intervention Techniques, 3 cr.

EDPS 975, Career Development and Vocational Counseling, 3 cr.

EDPS 868, Multicultural Counseling, 3 cr.

EDPS 965A, Group Counseling, 3 cr.

EDPS 984, Ethics and Ethical Decision Making in Counseling and Education, 3 cr.

Or EDPS 974, Guidance and Counseling in Schools for school counseling specialization

**EDPS 985, Couple and Family Counseling, 3 cr.

EDPS 853, Psychological Assessment I, 3 cr.

Total = 21 credits

Counseling Practice (11 credits)

EDPS 866, Counseling Pre-Practicum, 3 cr.

EDPS 997A, Practicum in Counseling, 4 cr.

*EDPS 997B, Field Placement in Counseling, 8 cr.

Total = 15 credits

Measurement, Research Design, and Data Analysis (9 credits required)

EDPS 870, Introduction to Educational and Psychological Measurement, 3 cr. (required)

EDPS 800, Foundations of Educational Research, 3 cr.

EDPS 859, Statistical Methods, 3 cr.

Or EDPS 941, Intermediate Statistics: Experimental Methods, 3 cr.

Total = 9 credits

General Psychology Core (9 credits required from the following)

EDPS 850: Child Psychology, 3 cr. Or EP 851: Psychology of Adolescence, 3 cr.

**EDPS 869: Developmental Psychopathology in Children and Adolescents, 3 cr.

Or CYAF 952, Psychopathology and Dysfunctional Interaction, 3 cr.

EDPS 854: Human Cognition and Instruction, 3 cr.

Or equivalent cognitive psychology elective course

Total = 9 credits

*****Grand Total = 54 credits**

****School counseling option requires only one semester in a field placement.***

***** School counseling option does not require EDPS 869 or 985.***

****** Grand Total for School Counseling option is 48 credits***

Students must graduate under the requirements of one of the three track options of 1) Community-based Counseling, 2) School Counseling, and 3) Thesis Option. Students in the Master of Arts in Counseling program who declare the Community Track must complete requirements listed above from the Counseling Psychology Professional Core (21 credits), Counseling Practice (15 credits), Measurement, Research Design, and Data Analysis (9 credits), and General Psychology Core (9 credits) for a total of 54 credits with a two semester field placement experience.

The Community-based Counseling Specialization is designed to provide the academic requirements for licensure as a mental health practitioner in Nebraska. Licensure at the Masters level requires 600 hours of counseling practice at the pre-degree stage.

The School Counseling option requires a total of 48 credits. School Counseling students must take EDPS 974, Guidance and Counseling in Schools in place of EDPS 984, Ethics and Ethical Decision Making in Counseling and Education, and are required to take only one semester of field placement. Completion of the School Counseling Specialization meets the academic requirements for endorsement through the state office of education in school counseling. School counseling endorsement in Nebraska also requires teacher certification and two years of teaching experience.

The Thesis Option requires students to take all course work of one of the other two tracks plus coursework to support thesis research (e.g., research design and statistics courses). Effectively, students opting to do a thesis should plan for one additional year to complete their research. Students planning to continue in a doctoral program after graduation from the master's program are strongly encouraged to complete a thesis or to take the lead in research projects during their

master's program to gain the necessary experience and competence to successfully gain entry into doctoral programs. Students who choose the thesis option are not required for graduation to complete a field placement counseling experience, but should be aware that the field placement experience is necessary for master's-level licensure in Nebraska.

Students must be approved for counseling practica and field placement by the Training Director. Approval requires the completion or concurrent enrollment in courses that comprise the counseling core. Successful completion of a counseling practicum experience is a prerequisite for enrollment in field placement.

All master's students must take a comprehensive examination during their last semester of coursework. The comprehensive exam is comprised of three parts. Part 1 is the Counseling Core exam and is worth 100 points. The student chooses two other components of the comprehensive examination from the following: (1) Statistics and Measurement, (2) Cognition and Learning, (3) Human Development, or (4) Behavior. Each of these two components is worth 50 points for a total of 200 points. A passing score is 120 out of 200 points. Students should plan for the comprehensive exam by taking courses that prepare them for the exam (e.g., taking a cognition course to prepare for the Cognition and Learning exam component).

Appendix C

**University of Nebraska-Lincoln
Department of Educational Psychology
School Counseling Academic Program
June, 2012**

<i>Counseling Core</i>	<i>Credit Hours</i>
EDPS 974 School Counseling	3
EDPS 964 Counseling Theories	3
EDPS 965A Group Counseling	3
EDPS 975 Career Development	3
EDPS 868 Multicultural Counseling	<u>3</u>
<i><u>Counseling core total credit hours</u></i>	15
 <i>Practica Core</i>	
EDPS 866 Counseling Pre-practicum	3
EDPS 997A Practicum	4
EDPS 997B Field Placement	<u>4</u>
<i><u>Practica core total credit hours</u></i>	11
 <i>Statistics and Research Design</i>	
EDPS 800 Research Design	3
EDPS 859 Statistics	<u>3</u>
<i><u>Statistics and research design total credit hours</u></i>	6
 <i>Measurement and Assessment</i>	

EDPS 870 Measurement		3
EDPS 853 Psychological and Educational Assessment		<u>3</u>
<u>Measurement and assessment total credit hours</u>		6
<i>Human Development</i> (one required course)		
EDPS 850 Child Development	or	3
EDPS 851 Adolescent Development		<u>3</u>
<u>Human development total credit hours</u>		3
<i>Cognition, Learning, and Motivation</i> (one required course)		
EDPS 854 Cognition and Learning	or	3
EDPS 855 Motivation and Learning	or	3
EDPS 961 Cognitive Development		<u>3</u>
<u>Cognition, learning, and motivation total credit hours</u>		3
Total Credit Hours Required		44 credits

Appendix D

DOCTORAL POST-BACHELORS PROGRAM

Post-Bachelors Masters Program for Doctoral Students

Counseling Psychology Professional Core

EDPS 964, Counseling Theories		3
EDPS 866, Counseling Pre-Practicum		3
EDPS 868, Multicultural Counseling		3
EDPS 853, Psychological Assessment I		3
EDPS 984, Ethics and Ethical Decision Making in Counseling and Education		3
EDPS 965A, Group Counseling		3
EDPS 975, Career Development and Vocational Counseling		3

Counseling Practice

EDPS 997A, Practicum in Counseling		4
EDPS 997G, Advanced Practicum in Counseling		8

Measurement, Research Design, and Data Analysis

EDPS 870, Introduction to Educational and Psychological Measurement		3
EDPS 859, Statistical Methods		3

General Psychology Core

EDPS 850 or 851		3
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Doctoral Degree Requirements after finishing MA requirements

Counseling Psychology Professional Core

EDPS 997B, Field Placement Practicum (4 semesters)	16
EDPS 995, Doctoral Seminar	12
EDPS 997E, Supervision and Consultation (2 semesters)	4
EDPS 959, Internship	2
EDPS 999, Dissertation	12
EDPS 968, Gender and Counseling Psychology	3
EDPS 985, Couple and Family Counseling	3
EDPS 976, Advanced Counseling Psychology I	3
EDPS 978, Advanced Counseling Psychology II	3

Data Analysis

EDPS 941, Intermediate Statistics: Experimental Methods,	3
EDPS 942, Intermediate Statistics: Correlational Methods,	3

AND one of the following

EDPS 900K, Qualitative Approaches to Educational Research,	3
EDPS 935, Advanced Qualitative Methods,	3

History and Systems of Psychology

PSYC 910, History and Philosophy of Psychology, 3 cr.	
Or EDPS 991, History and Systems of Psychology, 3 cr.	3

Biological Bases of Behavior (one course required)

PSYC 904, Physiological Proseminar in Psychology, 3 cr	3
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Cognition and Learning (one of the following)

EDPS 960, Problem Solving and Concept Learning in Humans	3
EDPS 961 Cognitive Development	
EDPS 966 Psychology of Learning	

Affective Aspects of Behavior

PSYC 929 Emotion and Motivation	3
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Individual Differences in Behavior (two courses required)

CYAF 952 Psychopathology	3
AND	
EDPS 968 Gender and Counseling	3

Social and Organizational Bases of Behavior (one course required)

PSYC 906, Social Proseminar in Psychology, 3 cr. OR	3
EDPS 962, Research Literature in Personality & Social Development	

Human Development (one course required)

EDPS 991, Lifespan Development	3
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Assessment (two courses required)
EDPS 953, Psychological Assessment II, 4 cr.
AND EDPS 950, Intellectual Assessment, 4 cr.
OR EDPS 987J, Projective Assessment, 4 cr.

8

105 cr.

Appendix E

University of Nebraska – Lincoln Counseling Psychology Doctoral Portfolio Guidelines (Revised 2/15/09)

Comprehensive examinations are required by Graduate Studies of the University of Nebraska – Lincoln. The Counseling Psychology faculty of the Department of Educational Psychology of the College of Education and Human Sciences has approved a procedure so that doctoral students may complete their comprehensive exam requirement through a written portfolio with an oral examination to ensure that doctoral students possess the necessary knowledge, skills, and competencies in Counseling Psychology. The following procedures for doctoral students' portfolios will be in effect starting with the Fall 2009 semester.

The portfolio comprehensive exam procedure is as follows:

1. Student meets with advisor and discusses the procedure and plans for demonstrating competence in each of the areas as specified in the Portfolio Guidelines document delineated here.
2. Student holds a proposal meeting with the Student Supervisory Committee to develop a contract between the student and the committee regarding how competency in each area will be achieved. This is conducted during the Program of Study meeting.
3. Student works closely with her/his academic advisor to assemble the portfolio and submit a completed version to the advisor. The portfolio should be comprised of a narrative summary for each competency area (i.e., a narrative for Measurement and Assessment, a narrative for Counseling Theories and Practice, etc). These written narratives should be approximately 10 to 12 pages for each competency area. Thus, the bulk of the portfolio will be comprised of these narrative summaries. Additionally, a limited number of accompanying documents/artifacts may be included as supplementary materials to enhance or further illustrate information contained in the narrative summaries. For example, these documents may include a Theoretical Orientation paper, a Multicultural Self-exploration paper, or an Integrated Assessment Report. The advisor must give approval for the student to proceed in the process and disseminate the portfolio to the Counseling Psychology core faculty and members of the Supervisory Committee.
4. **Student holds an oral examination meeting regarding the comprehensive portfolio and the content areas. The Counseling Psychology core faculty and members of the**

Supervisory Committee conduct, oversee, and evaluate the comprehensive oral examination. Competency will be judged on a Pass/No Pass basis.

The majority of coursework that fulfills the Counseling Psychology Core Curriculum should be completed at the time of Comprehensive Exams. Regarding the Assessment and Measurement Courses, at least two of the three courses must be completed. Regarding the Multicultural Courses, at least one course in either Multicultural or Gender must be completed.

Doctoral students applying for internship require notification from the Director of Training that they have completed their comprehensive exam at the time of their application. Thus, successful completion of comprehensive examinations (as well as successful proposal of dissertation) must be achieved by October 15th of the year in which the student is applying for pre-doctoral internship.

Counseling Psychology doctoral students are required to provide evidence of competency in the following areas:

1. Measurement, Assessment, and Psychological Testing
2. Counseling Theories, Skills, and Interventions
3. Career Development
4. Multicultural Issues (e.g., race, ethnicity, gender, disability status, sexual orientation, age)
5. Ethical, Legal, and Professional Issues
6. Specialty Area - An area in which the student has developed special knowledge, expertise, and/or skills (e.g., human diversity, health psychology, assessment, family/couple therapy, supervision). Material in this section may also be based in one of the five areas above, but should reflect a greater specificity of focus and have additional supporting evidence.

Students completing their portfolio comprehensive examination must also demonstrate scientific/research proficiency through participating through a major role in a published research article or conference-presented research study. To facilitate students' documentation of coursework for both the portfolio and for subsequent licensure/certification, students are encouraged to keep copies of all course syllabi.

Special Instructions Concerning Inclusion of Case Material/Case Write-Ups:

Oftentimes, students use clinical case material in the portfolio, either in the narrative portion or in the Appendices (documentation). When doing so, it is imperative that this is done in a manner that protects and disguises the identity of the client. For example, if including a case presentation write-up from a practicum class or field placement, this case presentation must not include any information that could identify the client. This may entail removing all identifying/demographic data contained in the write-up. In short, it is the students' responsibility to adhere to all legal and ethical guidelines ensuring that confidential material is not released and that case material be discussed only in a way in which the identity of the client is not revealed. Also, a student may not include in this portfolio any clinical documents that are part of a client's official record/file from any agency.

Measurement, Assessment, and Psychological Testing

Quality Indicators

The doctoral student knows, understands, and can apply the principles of measurement and assessment for both individual and group approaches.

Performance Indicators

1. knows and understands the concepts of reliability, validity, and test construction.
2. selects, administers, and accurately interprets a wide range of assessment instruments appropriate for practice as a counseling psychologist.
3. writes psychological assessment reports targeted to referral question.
4. uses data from assessment instruments as needed to guide counseling treatment plans and interventions.
5. uses knowledge of diversity issues to select appropriate assessment measures and interpret results.
6. knows, understands, and applies ethical and legal principles in assessment and measurement.
7. documents a plan to further develop her/his assessment and measurement competence.

Meets the Standard

1. demonstrates an *appropriate depth of knowledge and understanding* of psychometrics and assessment, including ethical and multicultural issues.
2. *selects instruments* targeted to the referral question(s) and that have strong psychometric properties, then *administers and interprets* those assessment instruments effectively.
3. *effectively integrates* assessment results with client background information and behavioral observations to provide a comprehensive assessment report with specific recommendations (e.g., learning disability assessment).
4. *effectively integrates* assessment results with client background information and behavioral observations to provide a comprehensive treatment plan and interventions (e.g., clinical therapy).

Not Yet Meeting the Standard

1. demonstrates *limited depth of knowledge and understanding* of psychometrics and assessment, including ethical and multicultural issues.
2. *does not yet effectively select instruments* targeted to the referral question(s) and that have strong psychometric properties, and *does not yet administer and interpret* those assessment instruments effectively.
3. *can not yet effectively integrate* assessment results with client background information and behavioral observations to provide a comprehensive assessment with specific recommendations.
4. *can not yet effectively integrate* assessment results with client background information and behavioral observations to provide a comprehensive treatment plan and interventions.

Insufficient Evidence

Evidence is insufficient to make a determination about this standard.

Counseling Theories, Skills, and Interventions

Quality Indicators

The doctoral student: (a) has a working knowledge of leading counseling theories and research, (b) has developed an integrated and well-articulated personal theory of counseling applicable to clients from diverse backgrounds, and (c) can develop treatment plans and evaluate their effectiveness.

Performance Indicators

1. accurately describes the constructs and major theoretical propositions of theories and systems of thought.
2. articulates an integrated personal theory for the influences on clients' typical presenting problems. The personal theory describes mechanisms of change facilitated by counseling.
3. uses her/his personal theory to develop case conceptualizations and treatment plans from client intake data. Treatment plans include elements that address clients' personal strengths and resources.
4. effectively implements a range of counseling interventions.
5. evaluates effectiveness of interventions and treatment outcomes.
6. documents a plan to further develop her/his counseling and practice competence.

Meets the Standard

1. demonstrates in-depth knowledge of the major counseling theories and constructs.
2. uses client intake information to *develop and articulate* a case conceptualization consistent with the tenets of leading theories of counseling.
3. *develops and articulates* a personal theory of counseling that addresses influences of a client's presenting problem(s) from developmental, biological, social, and cultural perspectives.
4. uses this personal theory to develop a treatment plan that is logically consistent with the stated personal theory of counseling. The treatment plan is *closely integrated* with the personal theory and draws upon the student's stated understanding of mechanisms of client change. The plan includes elements that address the client's coping skills and resources.
5. has a *depth of knowledge* and the *ability to use tools* to evaluate the success of treatment both on the process level of individual sessions and in terms of overall counseling outcome(s). Practicum and field placement evaluations demonstrate the ability to effectively implement a range of counseling interventions.

Not Yet Meeting the Standard

1. The doctoral student has limited knowledge of major counseling theories and constructs and can adequately conceptualize a client from only a limited range of theoretical perspectives.
2. The doctoral student's stated personal theory of counseling is not well articulated, contains logically inconsistent elements, or does not clearly describe mechanisms of change.
3. The treatment plan does not address one or more of the following influences on clients:

developmental, social, biological, or cultural. Some elements of a proposed treatment plan are largely unrelated to the student's personal theory of counseling. The treatment plan describes only what the counselor will do, not how the client will collaboratively participate in terms of active coping. The student is unable to develop a plan for evaluating the success of either individual interventions or the treatment as a whole.

4. Practicum and field placement evaluations demonstrate limited ability to implement a range of counseling interventions.

Insufficient Evidence

Evidence is insufficient to make a determination about this standard.

Career Development

Quality Indicators

The doctoral student understands career development theory and assessment and assists individuals with career planning across the life span.

Performance Indicators

1. demonstrates competence in individual and/or group career counseling.
2. selects and applies appropriate career theory with clients and can articulate and integrate a personal theory of career counseling.
3. selects and uses appropriate career assessments and information to promote clarity of choices and effective transitions.
4. uses knowledge of diversity issues to understand unique aspects of the career development of clients.
5. demonstrates ability to integrate career and social/emotional counseling issues.
6. documents a plan to further develop her/his career development competence.

Meets the Standard

1. demonstrates an *appropriate depth of knowledge and understanding* of individual or group career counseling.
2. *effectively selects and applies* appropriate career theory, her/his personal theory of change, assessments, and other information to *actively* promote and support clarity of choice and transition.
3. *consistently* demonstrates awareness, knowledge and skill in multicultural issues and effectively uses this competence to work with the unique career development needs of previously marginalized and underrepresented groups.
4. demonstrates an ability to *effectively* integrate career issues with broader social/emotional issues to recognize and meet holistic needs of the client.

Not Yet Meeting the Standard

1. demonstrates *limited depth of knowledge and understanding* of individual or group career counseling.
2. *occasionally selects and applies* appropriate, career theory, assessments and information.

3. *inconsistently* demonstrates awareness, knowledge and skill in multicultural issues and effectively uses this competence to work with the unique career development needs of previously marginalized and underrepresented groups.
4. demonstrates *occasional* ability to integrate career issues with broader social/emotional issues in order to recognize and meet holistic needs of the client.

Insufficient Evidence

Evidence is insufficient to make a determination about this standard.

Multicultural Issues

Quality Indicators

The doctoral student understands and demonstrates multicultural competencies and applies these competencies to a wide range of professional activities.

Performance Indicators

1. articulates an integrated conceptualization of multicultural competencies that guides professional activities.
2. demonstrates awareness of her/his personal values and beliefs related to own and other cultural groups and how this awareness influences her/his professional activities, such as practice, research, advocacy/consultation and professional relationships.
3. understands key theories within multicultural psychology and applies this knowledge to her/his professional activities related to practice, research, and professional relationships.
4. demonstrates culturally relevant skills in working with a diversity of individuals, groups, couples, families, and/or systems.
5. documents a plan to further develop her/his multicultural competence based on an accurate assessment of her/his present awareness, knowledge, and skills, especially related to general counseling psychology performance indicators (e.g., professional issues, counseling and supervision, research, and career development).

Meets the Standard

1. demonstrates *adequate depth of knowledge and understanding* of conceptualization(s) of multicultural psychology competencies.
2. *consistently demonstrates*: (a) awareness of personal values and beliefs related to own and other cultural groups, and the impact of that awareness on professional activities; (b) knowledge about key important theories and research in multicultural psychology; and (c) skills in applying this awareness and knowledge to practice and research.
3. provides a realistic and detailed plan to continue to develop multicultural competencies, especially related to other counseling psychology performance indicators.

Not Yet Meeting the Standard

1. demonstrates *limited depth of knowledge and understanding* of conceptualization(s) of multicultural psychology competencies.
2. *inconsistently demonstrates*: (a) awareness of personal values and beliefs related to own and other cultural groups, and the impact of that awareness on professional activities; (b)

- knowledge about key important theories and research in multicultural psychology; and (c) skills in applying this awareness and knowledge to practice and research.
3. provides *little* evidence of a realistic and detailed plan to continue to develop multicultural competencies, especially related to other counseling psychology performance indicators.

Insufficient Evidence

Evidence is insufficient to make a determination about this standard.

Ethical, Legal, and Professional Issues

Quality Indicators

The doctoral student has a working knowledge of, and exhibits skills, values and behavior consistent with, current professional issues with respect to: (a) the practice of counseling psychology as a scientist-practitioner within a variety of employment settings, (b) history, trends, and professional organizations, (c) legal and ethical issues, and (d) demonstrating responsibility for her/his professional development.

Performance Indicators

1. exhibits evidence of integration across the following professional issues: professional practice, history and trends, ethical-legal issues, and diversity issues.
2. articulates the basic assumptions and current conceptualizations of the scientist-practitioner model of training, and identifies ways s/he has incorporated the model into her/his own career path.
3. demonstrates experience-based knowledge of a variety of roles, responsibilities, and employment settings available to counseling psychologists.
4. produces evidence of a history of and commitment to one's own professional development. Can articulate the social impact and meaning of her/his anticipated career choice.
5. demonstrates understanding of the challenges facing the profession of counseling psychology, and articulates the historical precedence as well as the future implications of these trends.
6. demonstrates an awareness and commitment to the importance of participation in professional organizations.
7. demonstrates knowledge of and adherence to the APA Ethical Principles of Psychologists and Code of Conduct and relevant federal, state, and local laws regulating professional psychology.
8. Practicum, field placement, and supervision final evaluations indicate established competencies with respect to professional and ethical-legal issues.
9. documents a plan to further develop her/his ethical competence as well as professional identity.

Meets the Standard

1. demonstrates an *adequate level of integration and depth of knowledge and understanding* of a wide range of professional issues across different roles, responsibilities, and employment settings.

2. *effectively demonstrates an understanding of and commitment to* the scientist-practitioner model in a manner consistent with her/his current and anticipated career path.
3. *provides satisfactory evidence of* a history of commitment to, and responsibility for, one's own professional development (e.g., through attendance at conferences, workshops, seminars, lectures, grand rounds, and membership in professional organizations).
4. *exhibits knowledge of, and values and behavior consistent with,* the APA Ethical Principles and Code of Conduct, other published APA practice guidelines, and relevant federal, state, and local laws regulating professional psychology.
5. All practicum, field placement, and supervision final evaluations are included and consistently demonstrate ratings of established competencies with respect to professional and ethical-legal issues, and/or there is a developmental trend that indicates satisfactory resolution of professional development remediation with respect to professional and ethical-legal issues identified as problematic during the course of training.
6. *provides evidence of an appropriate level of depth in understanding* the challenges facing the profession of counseling psychology, and *effectively articulates* the historical precedence as well as the future implications of these trends.

Not Yet Meeting the Standard

1. demonstrates limited integration of knowledge, skills, values, and behavior related to a wide range of professional issues across different roles, responsibilities, and employment settings.
2. does not evidence a developmental trajectory across training and/or career path reflective of the values and assumptions underlying the scientist-practitioner model of training and practice.
3. Substantial evidence of a historical/developmental commitment to one's own professional development (e.g., attendance at conferences, workshops, seminars, lectures, grand rounds, and membership in professional organizations) is not contained in documents archived in the portfolio.
4. does not effectively articulate an understanding of critical ethical-legal issues that impact competent professional activities carried out by psychologists.
5. does not effectively articulate or demonstrate an understanding of the challenges facing the profession of counseling psychology.
6. All practicum, field placement, and supervision final evaluations are included and consistently demonstrate ratings below established competencies with respect to professional and ethical-legal issues, and/or there is a developmental trend that indicates unsatisfactory resolution of professional development remediation with respect to professional and ethical-legal issues identified as problematic during the course of training.
7. There is documented evidence that the student has been sanctioned by ethical and/or legal bodies, or failed to meet remedial requirements following a sanction, for unethical or illegal conduct during the course of training.

Insufficient Evidence

Evidence is insufficient to make a determination about this standard.

Area of Emphasis

An Area of Emphasis is defined as an area associated with Counseling Psychology that either:
(a) Has not been assessed by the other portfolio areas/ performance indicators (example: supervision, couples and family, domestic violence), or
(b) Goes significantly above and beyond a previous portfolio area/ performance indicator (e.g., men’s issues, LGBT issues, multicultural vocational psychology).

The advisor will judge if an area of emphasis fits these categories and is appropriate.

Quality Indicators

The doctoral student possesses expertise in an area associated with counseling psychology in which s/he has developed knowledge, skills, and competencies.

Performance Indicators

1. In conjunction with his/her academic advisor (or the advisor’s designee), identifies an area associated with counseling psychology in which s/he has particular expertise in terms of knowledge, skills, and competencies. This area may not duplicate any other Quality Indicator Area, but it may be a special concentration within other areas.
2. identifies the particular knowledge, skills, competencies, or accomplishments that warrant this as an area of special emphasis and how these will be evaluated.

Meets the Standard

1. demonstrates *appropriate depth of knowledge and understanding* of the emphasis area.
2. *consistently* demonstrates the skills and competencies associated with the emphasis area.
3. demonstrates ability to effectively integrate her/his knowledge in this area into the broader field of counseling psychology.

Not Yet Meeting the Standard

1. demonstrates *limited depth of knowledge and understanding* of the emphasis area.
2. can *occasionally* demonstrate the skills and competencies associated with the emphasis area.
3. demonstrates *occasional* ability to effectively integrate her/his knowledge in this area into the broader field of counseling psychology.

Insufficient Evidence

Evidence is insufficient to make a determination of this standard.

Appendix F

Procedures and Policies Regarding Comprehensive Assessments of Student Competencies while Enrolled in the Counseling Psychology Graduate Program

The following policy was adapted from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils (CCTCT) on December 4, 2003, and is the governing policy for our training program in terms of the evaluation of student competencies:

Students in psychology training programs (at the masters, doctoral, internship, and postdoctoral level) should know – at the outset of their training – that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the 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, professional psychology training programs strive to not “pass along” students with issues or 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.

Therefore, within a developmental framework and with due regard for the inherent power differences between student and faculty, students, and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than 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 students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public)*
- (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one’s own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).*
- (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and*
- (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).*

Please note that the four evaluative areas listed above overlap with the Counseling Psychology Training Values, which address student’s willing to engage in self-examination and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as different from themselves, in terms of both demographics and values. As detailed below, student evaluations will take into account both adherence to the Counseling Psychology Training Values and these four evaluative areas listed above.

This policy is implemented in the Counseling Psychology Training Program through a number of specific mechanisms, occurring at various points in a students’ training, which are described below.

Yearly Evaluation

In the Spring Semester of each year, the Counseling Psychology faculty will meet and assess each doctoral student's progress and performance in coursework, seminars, scholarship, comprehensive examinations, assistantships, related program requirements, adherence to the Counseling Psychology Training Values, and the four evaluative areas outlined above. The Competency Benchmarks for Professional Psychology form is used to assess progress annually. Students deemed to be performing at a satisfactory level of competence will receive feedback in writing concerning their performance in coursework, seminars, scholarship, comprehensive examinations, assistantships, related program requirements, adherence to the Counseling Psychology Training Values, and/or the four evaluative areas outlined above.

If a student is deemed to lack competence in one or more of these areas as determined by a 2/3 majority vote, the student may be placed on probation. A faculty committee may be chosen and empowered to oversee the conditions of the probation and to make all related decisions (i.e., to serve as the decision making body for the Counseling Area Faculty). The student will be provided a letter detailing the actions needed to be taken off probation.¹ If deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or faculty committee to present a plan regarding what he or she would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students will be encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents his or her plan, the faculty or faculty committee will take the student's presentation into account, and then outline the exact conditions of probation, which will subsequently be provided to the student in writing.

Ongoing Evaluation

For the purposes of ongoing evaluation, the decisions and actions outlined in the second paragraph above under *Yearly Evaluation* (i.e., placing a student on probation due to concerns with performance and progress in coursework, seminars, scholarship, comprehensive examinations, related program requirements, adherence to the Counseling Psychology Training Values, and the four evaluative areas outlined above) may also be initiated by the faculty at any time during the academic year. In other words, such actions and decisions are not confined to the yearly meeting.

Evaluation for Readiness to Enter Practicum or Field Placement

To enroll in practicum or field placement, students must have completed all the pre-requisite courses with a grade of "B" or above. In addition, the consent of the Counseling Faculty is required; such consent will be granted at a special meeting for this purpose held each semester. At this meeting, the Counseling Faculty will consider all students who have indicated interest in practicum or field placement. Faculty may either grant admission to practicum or field placement, or may deny admission. Admission to practicum will be made based on an evaluation of trainee's successful completion of all pre-requisite courses, adherence to the Counseling Psychology Training Values, and the four evaluative areas outlined above. Decisions to deny enrollment into practicum requires a 2/3 majority vote of all Counseling Faculty present at this meeting.

If faculty deny admission to practicum they shall, at the first denial, provide in writing to the student the reasons why, which can include a non-passing grade in a pre-requisite course, lack of adherence to the Counseling Psychology Training Values, and/or concerns regarding the four areas of competency outlined above. The student will also be placed on probation. A faculty committee may be chosen and empowered to oversee the conditions of the probation and to make all related decisions (i.e., to serve as the decision making body for the Counseling Area Faculty). The student will be provided a letter detailing the actions needed to be taken off probation. If deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or a faculty committee to present a plan regarding what he or she would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students will be encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents his or her plan, the faculty or faculty committee will take the student's presentation into account, and then outline the exact conditions of probation (and related re-application to practicum), which will subsequently be provided to the student in writing.

When a denied student seeks entry to practicum again, he or she must demonstrate what has been done to resolve the previously identified problem or issue. In this case, a second denial into practicum will result in the student no longer being allowed to continue in the program.

Evaluation of Readiness for Internship

Note: This section pertains only to students in the Doctoral Program

Evaluation of readiness for internship is an ongoing process that occurs in multiple ways: a) dissertation proposal defense requirement; b) certification of internship eligibility and readiness on APPIC application; and c) ongoing monitoring and evaluation of readiness.

As per the policy of the Council of Counseling Psychology Training Programs, once a student has submitted a rank order list by the APPIC deadline, the program faculty will not prevent a student from going on internship unless a gross ethical violation has occurred and the internship site is notified.

Dissertation proposal defense requirement

To apply for internships, doctoral students in Counseling Psychology must have (a) passed their portfolio defense, and (b) successfully defended their dissertation proposal by October 15th of the year they apply for internships.

APPIC Application:

The APPIC Application for Psychology Internship (AAPI) Part 2 (Academic Program's Verification of Internship Eligibility and Readiness) contains an item which states, "The faculty agrees that this student is ready to apply for internship. Yes or No."

In the Winter Semester, students will be asked if they intend to apply for internship the following Fall Semester. Those students who indicate they intend to apply for internship will be evaluated for readiness at a special meeting for this purpose. At this meeting, the Counseling Faculty may either grant or deny permission to apply for internship (i.e., may either deem a student ready to

apply for internship or not). The decision that a student is not ready to apply for internship will be determined by a 2/3 majority vote of all Counseling Faculty present at this meeting.

Readiness for application to internship will be made based on an evaluation of trainee's successful completion of all pre-requisite courses and requirements, adherence to the Counseling Psychology Training Values, and the four evaluative areas outlined above. If faculty deny application to internship they shall, at the first denial, provide in writing to the student the reasons why, which can include failure to meet academic standards or pre-requisites (including the dissertation proposal defense requirement outlined above), lack of adherence to the Counseling Psychology Training Values, and/or concerns about the four areas of competency outlined above. The student will also be placed on probation. A faculty committee may be chosen and empowered to oversee the conditions of the probation and to make all related decisions (i.e., to serve as the decision making body for the Counseling Area Faculty). The student will be provided a letter detailing the actions needed to be taken off probation. If deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or a faculty committee to present a plan regarding what he or she would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students will be encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents his or her plan, the faculty or faculty committee will take the student's presentation into account, and then outline the exact conditions of probation (and related re-application to internship), which will subsequently be provided to the student in writing.

When a denied student seeks approval to apply for internship again, he or she must demonstrate what has been done to resolve the previously identified problem or issue. In this case, a second denial to apply for internship will result in the student no longer being allowed to continue in the program.

Ongoing Monitoring and Evaluation of Readiness for Internship

The faculty will engage in ongoing monitoring and evaluation of readiness for internship throughout the time between when they deem a student ready to apply for internship (see above) and the time the student submits his or her internship rank-order to APPIC. Thus, if any concerns surface during this time period regarding whether the student has met academic standards or pre-requisites (including the dissertation proposal defense requirement outlined above), lack of adherence to the Counseling Psychology Training Values, and/or regarding the four areas of competency outlined above, the faculty may revoke approval to apply for or go on internship. If the faculty revoke approval to apply for or go on internship, they shall provide in writing to the student the reasons why, which can include failure to meet academic standards or pre-requisites (including the dissertation proposal defense requirement outlined above), lack of adherence to the Counseling Psychology Training Values, and/or concerns about the four areas of competency outlined above. The student will also be placed on probation. A faculty committee may be chosen and empowered to oversee the conditions of the probation and to make all related decisions (i.e., to serve as the decision making body for the Counseling Area Faculty). The student will be provided a letter detailing the actions needed to be taken off probation. If deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or a

faculty committee to present a plan regarding what he or she would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students will be encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents his or her plan, the faculty or faculty committee will take the student's presentation into account, and then outline the exact conditions of probation (and related re-application to internship), which will subsequently be provided to the student in writing.

When a denied student seeks approval to apply for internship again, he or she must demonstrate what has been done to resolve the previously identified problem or issue. In this case, a second denial to apply for internship will result in the student no longer being allowed to continue in the program.

Circumstances in Which Students will No Longer Be Allowed to Continue in the Counseling Psychology Program without the Opportunity for Remediation

Although it is the intent of the faculty to provide students the opportunity to resolve and/or remediate issues/problems identified at any of the four evaluation/decision points outlined above (yearly evaluation, ongoing evaluation, practicum readiness, internship readiness), there may be extreme circumstances (such as engagement in ethical violations as defined by the APA or ACA ethics codes, or criminal actions, including but not limited to hate crimes) under which the student will not be given such an opportunity for remediation, and will be dismissed from the program. This may occur at any of the evaluation/decision points outlined above or at any point during the student's enrollment in the program.

Courses or Requirements Which Cannot Be Repeated, Substituted, or Failed

1. EDPS 866: Counseling Pre-Practicum cannot be repeated or substituted. A grade of "B" or above is required in this course in order to be admitted to practicum. Thus, a grade of "C," "D," or "F" in 8040 will result in the student no longer being allowed to continue in the program. On the other hand, if a grade of *Incomplete* is given in this course as a direct consequence of an instructor's concern about skill deficits, this will result in the student being placed on probation, with the conditions for probation being to pass the course in a subsequent semester. (Note: Other reasons for *Incomplete* grades can, but not necessarily always will, directly result in probation). In addition, as deemed appropriate by the instructor, the procedures used when a student is denied admission to practicum (see third and fourth paragraphs under ***Evaluation for Readiness to Enter Practicum or Field Placement*** above) may also be used to delineate additional conditions for probation.
2. A grade of "No Pass" in any EDPS 997G or EDPS 997A course (practicum), or EDPS 997B course (field placement) will result in a student no longer being allowed to continue in the program. It is also important to note that if during any practicum or field placement course, the instructor or supervisor has serious concerns about client welfare, the student may be barred from seeing clients. If this occurs, the instructor may choose to give the student an *Incomplete* grade for the course, which will result in the student being placed on probation, as will any *Incomplete* given as a direct consequence of an instructor's concern about skill deficits. The procedures used in this case will be the same as those used when a student is denied admission to practicum (see third and fourth paragraphs under ***Evaluation for Readiness to Enter Practicum***

or Field Placement above). Alternatively, the instructor may assign a grade of “No Pass” for the course; as noted above, a grade of “No Pass” in any practicum or field placement course will result in the student not being allowed to continue in the program.

3. A grade of “No Pass” in EDPS 959 (Pre-doctoral Internship) will result in a student no longer being allowed to continue in the program. Please note that for Internship, a grade of Incomplete will be given for the initial semesters and upon successfully completing the Internship, these Incomplete grades will be changed to a Satisfactory Grade. (Please note that these Incomplete grades are not treated the same as Incomplete grades given for skill deficit reasons in practicum or field placement, which result in academic probation, as described at other points in this document).

Important Note: If a student does not agree with any faculty decisions regarding dismissal outlined above, she or he may use the existing Department Policy on Dismissals and Appeals.

By signing this document, I agree that I have read and been informed of the *Procedures and Policies Regarding Comprehensive Assessments of Student Competencies while Enrolled in the Counseling Psychology Graduate Program*.

Name (print): _____

Signature: _____

Date: _____

¹ For this probation and all other probations referred to in this document, the faculty may recommend personal counseling as part of the conditions of probation, and may also, as appropriate, ask for a release of information so that communication with the therapist may occur.